DOCUMENT RESUME

ED 453 395 CE 081 806

AUTHOR Raiskums, Bernadine W.
TITLE Principles and Principals: A Dictionary of Contemporary Adult Education Terms and Their Users.
PUB DATE 2001-00-00
NOTE 121p.
AVAILABLE FROM PWR and Associates, 2310 Yorkshire Lane, Anchorage, AK 99504-3370 ($10).
PUB TYPE Reference Materials - Vocabularies/Classifications (134)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Abbreviations; *Adult Education; *Adult Educators; *Adult Learning; Classroom Techniques; Continuing Education; Definitions; Distance Education; Educational Legislation; Educational Philosophy; *Educational Practices; Educational Research; *Educational Theories; Federal Legislation; Graduate Study; Higher Education; *Learning Theories; Lexicography; Lifelong Learning; Literature Reviews; Postsecondary Education; Research Methodology; Secondary Education; Social Theories; Teaching Methods; Vocabulary; Womens Education

ABSTRACT

This document, which is designed to help individuals entering adult education graduate programs in North America, contains definitions of nearly 538 contemporary adult education-related terms and practitioners. The terms included were selected based on a review of more than half of the 139 papers published in the proceedings of the 41st Annual Adult Education Research Conference in Vancouver, British Columbia. For each word, the author composed a definition by reading article references, reviewing other literature, and searching online dictionaries and encyclopedias. The draft definitions were then sent to conference presenters and participants with requests for review, correction, and comments. Most entries cite one or more authors from the aforementioned proceedings. The dictionary contains a wide variety of terminology, including the following: acronyms and abbreviations; brief overviews of the activities and/or theories of prominent adult education practitioners and theorists; terms related to various types and levels of adult learning; terms related to types and theories of learning; terms related to research methodology; terms related to educational philosophy and teaching methodology; and terms related to social theories. (Contains 100 references). (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 453 395

Principles and Principals

A Dictionary of Contemporary Adult Education Terms and Their Users

Bernadine W. Raiskums

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

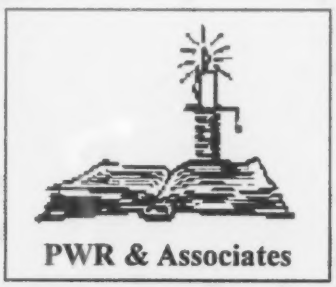
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY

B. Raiskums

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE 081 806



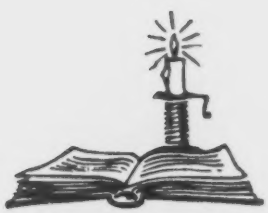
PWR & Associates

BEST COPY AVAILABLE

Principles and Principals

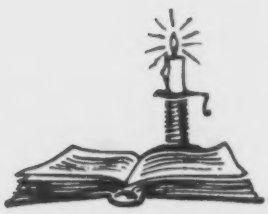
A Dictionary of Contemporary Adult Education Terms and Their Users

Bernadine W. Raiskums



PWR & Associates

Principles and Principals: A Dictionary of Contemporary Adult Education Terms and Their Users. Copyright © 2001 by Bernadine W. Raiskums. All rights reserved. Printed in the United States of America. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the publisher. For information, address PWR & Associates, 2310 Yorkshire Lane, Anchorage, AK 99504-3370.



PWR & Associates

Introduction

Every field of study has its own language and its own jargon. As Dr. Gary Sattelmayer, former English professor and dean at Trident College in Charleston, S.C., explained, "I don't think jargon is any more excessive in academics than in other fields.... It's a question of audience, when talking with people within the discipline, jargon can be an extremely effective way to communicate. Everyone understands it. Outside, people don't know what the hell you're talking about" (Yates, 1999, p. 8).

Newcomers to adult education may find its peculiar language challenging, as a result they may be disadvantaged in their related communications and learning experiences. Ironically individuals already in the field and professing a concern for excluded groups and subjugated discourses may be simultaneously and paradoxically practicing exclusion and subjugation with regard to those seeking entry. Dr. Mark D. Milliron, president of the League for Innovation in the Community College warns, "In short, to be an 'in' educator, you have to keep up with the new jargon.... The danger of course, is that the use of jargon sometimes gets in the way of useful communication and works to exclude many of the

people we want to participate in our conversations" (Yates, 1999, p. 9).

While stipulative definitions of terms-of-art used by theory builders and educators appear within the text of much of the literature, adult education textbooks, unlike those of other disciplines, generally lack glossaries. Also lacking has been a handy, inexpensive dictionary of adult education's language.

As a graduate student in the adult education program at the University of Alaska Anchorage, I became frustrated upon hearing unfamiliar terminology, unfamiliar usage of words, and unfamiliar names of theorists and practitioners.

Opportunely I attended the 41st Annual Adult Education Research Conference in Vancouver, British Columbia, Canada, June 4-6, 2000 (AERC 2000). There, the need for a North American graduate students' dictionary of adult education language came clear to me, and I determined to develop one for my graduate thesis project. With a goal of completing the project by March 2001 time was of the essence, so I limited the scope to key terms and their users from the AERC 2000.

Following the conference, I reviewed over half of the 139 papers published in the *Conference Proceedings* for

words and names significant to understanding what was being discussed and that might be problematic to an educated individual transitioning into adult education from another field. Having come from the field of accounting and auditing as a certified public accountant, certified internal auditor and having served as adjunct instructor of governmental accounting and auditing at the University of Alaska, I counted myself as representative of such individuals.

For each word, I composed a definition by reading article references, reviewing other literature, and searching on-line dictionaries and encyclopedias. I sent those definitions to conference presenters and participants via e-mail with requests for review, correction, and comments. I also sent some terms I was unable to define, and I requested brief current biosketches of each author.

Principles and Principals of Adult Education: A Dictionary of Contemporary North American Terms and Their Users emerged as a result of the project.

The appropriateness of definitions ultimately incorporated into the dictionary depended in large part upon availability of information and responsiveness of authors to my requests for comment. The definitions apply specifically to the usage of the terminology within the context of the cited

papers and may not be expected to encompass all of the ways the terminology is used in the field of adult education. Definitions provided by personal communication with the authors are cited essentially verbatim, including unusual meanings, regional spellings, and grammar.

Most entries cite one or more authors from the *Proceedings*. Although I succeeded in contacting authors of all but two of the seventy-seven papers from which I selected terminology, in many cases authors did not respond to confirm the definitions I had composed. Each entry confirmed by an author cites the personal communication from the author. Some entries cite a source other than an author from the *Proceedings*, for example when the cited definition is commonly associated with another theorist or writer, or the biographical data came from a secondary source.

I found the following secondary sources to be particularly helpful: *Bartleby.com: Great Books Online* at www.bartleby.com, George Washington University's *Theory Into Practice* database at www.gwu.edu/~tip, Laurie Bassi's "Glossary" (1997), Gretchen Bersch's "Adult Learning/Adult Education Bibliography" (1999), Maggie Humm's *The Dictionary of Feminist Theory* (1990), Garth Kemmerling's "Dictionary of Philosophical Terms and Names" (2000) at

www.philosophypages.com, and Kent Warren's "Glossary" (2000) at www.ahea.org/pogp.htm.

Purpose of this Book

As the field of adult education continues to mature, it is increasingly important for those engaged in it to have a shared basis for communicating its concepts, particularly to its newcomers. *Principles and Principals of Adult Education: A Dictionary of Contemporary North American Terms and Their Users* was conceived and developed to be a handy, inexpensive, specialized tool for North Americans entering adult education graduate programs. It may also serve to introduce its language to individuals interested in the field. This dictionary is not intended to provide answers or to constrain the language, but to provide starting points for newcomers to enter the dialogue and carry on constructively that which has been begun. I hope it will stimulate controversy and discourse among students and professors, as well as authors and practitioners in the field, serving both to expand and to refine our understanding of one another's meanings.

Tom Heaney, Associate professor and director of the adult education doctoral program at National-Louis

University said this project, "reminds me of how much poetry, metaphor, and symbolism is embedded in our discourse, especially in the spectrum of critical and feminist pedagogy discourse. The rational content which a definition provides does not supplant the 'other ways of knowing' conveyed by the images and rhythm of the original terms. But it is helpful to be reminded—and challenged to remember—that these terms have meanings which we each might construct differently" (Heaney, personal communication, September 13, 2000).

I welcome reader feedback by mail or by e-mail at berna@gci.net as I hope to produce an expanded and improved edition of this dictionary in the near future.

Acknowledgements

Believing an appropriate balance of challenge and support is the cornerstone of adult education, my sincerest appreciation goes to my thesis committee, faculty, family, and friends for sharing just the right balance at just the right times.

Dr. Gretchen Bersch inspired me with her enthusiasm-in-action from the Yukon Island experiences, to her wonderful videotapes of early theory-builders, and especially

her invitation to attend AERC 2000. Dr. Jane Evanson encouraged me to submit my writing for publication. Dr. Charles Burgess clarified for me that research is my true passion.

Many AERC 2000 authors provided input and encouragement for my work. Irene Baird, Stephen Brookfield, Barb Daley, Andre Grace, Nancy Grudens-Schuck, Tom Heany, Lilian Hill, Robert Hill, Peter Jarvis, Michael Newman, Shauna Pomerantz, Tim Pyrch, Allan Quigley, Penny Rosenwasser, Henning Salling Olesen, Jeb Schenck, Daniel Schugurensky, Tom Sork, Joyce Stalker, and Michael Welton went "beyond the call."

My thanks also goes to the faculty and my student colleagues in the University of Alaska Anchorage adult education program for their patience while I searched for and found my direction. Jack Pauli and Douglas Marshall especially were there for me when I needed answers from an objective viewpoint; Antje Carlson and LuAnne Dowling pored over my work and provided an immense amount of valuable feedback, and Carole Lund pointed me in the direction of self-publishing.

My unending praise goes to my husband Peter for his unconditional ongoing support.

Aa

AAACE American Association for Adult and Continuing Education; an organization that provides leadership in advancing adult education as a lifelong learning process and serves as a central forum for adult and continuing education special interest groups. AAACE has World Wide Web site http://www.albany.edu/aaace/ (Adult Higher Education Alliance Resources, 2000).

ABE Adult basic education (Bingman, 2000).

ABLE Adult Basic and Literacy Education (Quigley, 2000).

ableism Discrimination or prejudice against people with disabilities, especially physical disabilities (Gorman, 2000).

Aboriginal Indigenous people of a community, including Native American people (Castleden & Kurszewski, 2000).

academic adult education An academic field of study shaped by theory building and research that emerged in the United States and Canada after World War II. Its greater objective was to configure the larger field of adult education as an enterprise with expertise useful to assist the techno-scientific and economic advancement of postwar culture and society in both countries so that adult education would be recognized, respected and valued as a profession (Grace, 2000; personal communication, January 5, 2001).

access Availability of educational opportunities regardless of potential participants' geographical location, gender, previous education experience, financial circumstances, disabilities, etc. (Shin, 2000).

ACE American Council on Education; the coordinating higher education association for the United States. ACE has a World Wide Web site http://www.acenet.edu (Adult Higher Education Alliance Resources, 2000).

action research An approach in which researchers study their own problems or concerns in their own environment in order to change those conditions which have created the problems (Heaney, 2000; personal communication, September 13, 2000).

active advocacy Leaders being willing to be visible, to stand firm, and to remind us in public policy, organizational structure, and interpersonal relationships that learning is integral to being adult and to realizing our humanity both individually and collectively (Fleming & Caffarella, 2000; Fleming, personal communication, January 31, 2001).

adult basic education Instructional programs for adults whose basic skills (reading, writing, and computation) are assessed below the ninth-grade level (Merriam & Brockett, 1997; Bingman, 2000).

adult development The constant revision of one's meaning structures through experience and learning that leads toward a more liberated viewpoint (Mezirow, 1994, as cited by Narushima, 2000).

adult education Activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception defines them as adults (Merriam & Brockett, 1997, as cited by Smith, 2000).

adult education enterprise Both a venture designed to attain cultural currency in techno-scientific and professional terms, and an adventure designed to help adult learners

negotiate new and unfamiliar life, learning, and work terrains (Grace, 2000; personal communication, January 5, 2001).

adult learner One who has an independent self-concept, a depth and breadth of prior experience that can be used in learning, a readiness and orientation to learn related to the roles and responsibilities of adult life, and who is internally motivated (Knowles, 1984; Mancuso, 2000).

adult learning A cognitive process internal to the learner; it is what the learner does in a teaching-learning transaction, as opposed to what the educator does (Merriam & Brockett, 1997).

AEDNET The Adult Education Network; an international network of researchers, practitioners, and graduate students interested in adult and continuing education. It offers online interaction to subscribers to its Listserv: AEDNET@listacast.nova.edu (Adult Higher Education Alliance Resources, 2000).

affective learning Pertaining to the emotional experience—feelings, concerns, and passions—of the learner while learning (van der Veen, 2000; personal communication, January 20, 2001).

Africentric axiology An African-American view that values the maintenance and enhancement of interpersonal relationships (Schiele, 1994, as cited by Alfred, 2000).

Africentric cosmology An African-American view that all elements of the universe are interconnected (Nobles, 1980, as cited by Alfred, 2000).

Africentric epistemology An African-American view that emphasizes an affective way of obtaining and demonstrating

knowledge (Akbar, 1984; Asante, 1988; Schiele, 1994; all as cited by Alfred, 2000).

Africentric ontology An African-American view that all elements of the universe are spiritual and created from a similar spiritual substance (Akbar, 1984; Nobles, 1980; both as cited by Alfred, 2000).

Afrocentricity An African-American worldview distinct from and oppositional to Eurocentricity with a distinct set of cosmological, ontological, epistemological, and axiological attributes (Schiele, 1994, as cited by Alfred, 2000).

AHEA Adult Higher Education Alliance; an association of individuals and institutions committed to adult education. The primary mission of the Alliance is to serve professionals and institutions offering alternative undergraduate and graduate degree programs for adults. AHEA has a World Wide Web site http://www.ahea.org (Adult Higher Education Alliance Resources, 2000).

Aker, George (1927-1987) Professor at University of Chicago, then Florida State University from the early 1960s until his death. His major professional interests were in development of graduate study, non-formal education and research programs in adult education (Bersch, 1999).

Alfred, Mary V. Assistant Professor of Adult Education, University of Wisconsin-Milwaukee. She researches learning and development among women of the African Diaspora. A 1999 recipient of the Houle Fellowship Program for emerging scholars of adult education (Alfred, personal communication, January 15, 2001).

Americanization Adaptation to the norms and rituals of a dominant national culture (Heaney, 2000; personal communication, September 13, 2000).

andragogy The art and science of teaching adults as compared to pedagogy, the art and science of teaching children. Andragogy is based on six specific assumptions regarding adults' motivation to learn (Knowles, Holton, & Swanson, 1998, as cited by Alfred, 2000).

androcentrism A way of seeing the world which prioritizes the male agenda, and whereby men's activities, attributes and viewpoints are promulgated over those of women, and topics of primary concern and importance to women are deemed to be of secondary interest. (Stalker, 2000; personal communication, September 19, 2000).

Andruske, Cynthia Lee Doctoral candidate at University of British Columbia in Vancouver, British Columbia, Canada. She is exploring women's transitions from welfare to paid work and education, and what the women learn as they navigate structures in the transition (Andruske, personal communication, May 4, 2001).

animation An energizing, active process for training adults that emphasizes context, identity, negotiation, and consent as a basis for action (Boud & Miller, 1998, as cited by Grudens-Schuck, 2000; Grudens-Schuck, personal communication, January 4, 2001).

Antigonish Movement A 1930s cooperative self-help movement of impoverished fishers and farmers of the Maritime and Atlantic provinces of Canada. (Welton, 2000; personal communication, January 24, 2001).

ANTSHE Association for Non-Traditional Students in Higher Education. ANTSHE has a World Wide Web site http://www.antshe.org/ (Adult Higher Education Alliance Resources, 2000).

Apps, Jerold Professor of Adult Education at University of Wisconsin-Madison. His major interests include teaching adults, philosophy of adult education, and leadership development (Apps, personal communication, January 30, 2001).

articulation Jointing together or being jointed together; e.g., articulation of adult education with education in general (Milton et al., 2000).

assessment The measurement or evaluation of a student's learning whether gained in the classroom, from prior experiences, or through independent study (Mancuso, 2000).

assistant professor An educator in the second rank on a university tenure track in the United States; qualitative criteria for each rank are determined by each university (Rocco, 2000).

associate professor An educator in the third rank on a university tenure track in the United States; qualitative criteria for each rank are determined by each university (Rocco, 2000).

authentic identity One's own definition of who one is, wherever one is, despite the changing conditions of one's life (Tisdell, 2000).

axiology The study of the nature of values and value judgments (Alfred, 2000).

Bb

Baird, Irene C. Affiliate Professor of Adult Education at Pennsylvania State University at Harrisburg and Director of the urban Penn State Harrisburg Women's Enrichment Center in downtown Harrisburg. Her focus has been on marginalized, oppressed women, and, since 1994, specifically on incarcerated women (Baird, personal communication, January 25, 2001).

Bandura, Albert Professor, Psychology Department, Stanford University. He is known for his studies and theories on social learning, observational learning, or modeling (Boeree, 1998).

banking The act of receiving knowledge rather than creating knowledge (Freire, 1970, as cited by Grudens-Schuck, 2000; Grudens-Schuck, personal communication, January 4, 2001).

barriers to participation Limitations on access to educational opportunities such as potential participants' geographical location, gender, previous education experience, financial circumstances, disabilities, etc. (Mancuso, 2000).

barriers to women's learning Issues such as violence and trauma, in addition to other barriers to participation (Heald & Horsman, 2000).

Baumgartner, Lisa Assistant Professor of Adult Education at Buffalo State College in Buffalo, New York. Her interests include narrative analysis, qualitative research, and adult learning and development (Baumgartner, personal communication, February 9, 2001).

behavioral leadership A subject of theory and study focusing on what leaders actually do (Fleming & Caffarella, 2000; Fleming, personal communication, January 31, 2001).

benchmarking The process of identifying, understanding, and adapting outstanding practices from other organizations to help an organization improve performance (APQC, 1997, as cited by Mancuso, 2000).

Benjamin, Amanda Doctoral candidate at University of British Columbia, Vancouver, B.C. Her research interests are in reflective practice, life skills, and adult education (Pomerantz, personal communication, February 8, 2000).

Bergevin, Paul (1906-1993) Professor Emeritus of Adult education at Indiana University and former visiting professor at Cornell, Florida State and Helsinki universities. Among his many interests were collaborative learning, group problem solving, and participatory learning (Bersch, 1999).

Bingman, Mary Beth Associate Director of the Center for Literacy Studies, University of Tennessee (Bingman, personal communication, January 30, 2001).

Black Book Outlines of an emerging field of practice (Hallenbeck, 1964); the book that essentially created the study of adult education in America (Quigley, 2000; personal communication, September 13, 2000).

Black-feminist ideology A feminist perspective originating in Black communities that deals with the intersection of racism and sexism, offering strategies for resistance and survival (Hill, R.J., 2000; personal communication, February 9, 2001).

Boshier, Roger Marine salvor and videographer who works at a university to pay for expensive boat repairs and marine mishaps (Boshier, personal communication, August 20, 2000). Professor, Adult Education Research Centre, Department of Educational Studies, University of British Columbia, Canada (University of British Columbia, 2000).

Boucouvalas, Marcie Professor of Adult Education at Virginia Tech. She has written about consciousness and learning, intuition, and related topics (Bersch, 1999).

Bourdieu, Pierre French Sociologist who wrote "The forms of capital", an influential article published originally in German in 1983, then in English in 1986, examining the mechanisms of accumulation and conversion of capital (Schugurensky, 2000; personal communication, February 13, 2001).

brief American century The quarter century between the end of World War II in 1945 to 1973, marked by dramatic cultural and economic change forces and techno-scientific advances, during which people, politics, and ideas inside and outside of academic adult education worked to enhance the presence and position of the field of practice in the larger culture of both Canada and the United States (Jameson, 1991, as cited by Grace, 2000; Grace, personal communication, January 5, 2001).

Brockett, Ralph Professor of Educational Psychology, University of Tennessee, Knoxville, and Editor-in-Chief of the New directions for adult and continuing education series (University of Tennessee, 2000).

Brookfield, Stephen Distinguished Professor at the University of St. Thomas in Minneapolis, Minnesota. He is an exponent of critical reflection as a means of illumination of

power dynamics and recognition of hegemonic assumptions (Brookfield, personal communication, August 25, 2000).

Brookfield's developmental model A theory that specific forms of reasoning, thinking, and judging in adult life are qualitatively different from those characteristic of adolescence and childhood (Brookfield, 1995, as cited by Pomerantz & Benjamin, 2000; Pomerantz, personal communication, February 8, 2000).

bystander An individual who scores low on power and influence strategy scales (Yang & Cervero, 2000; Yang, personal communication, September 24, 2000).

Cc

CAEL Council for Adult and Experiential Learning; a national organization dedicated to expanding lifelong learning opportunities. CAEL has a World Wide Web site at http://www.cael.org (Mancuso, 2000).

Caffarella, Rosemary Professor, Educational Leadership and Policy Studies, University of Northern Colorado. Her major scholarly interests include adult learning, planning programs for adults, and leadership development (Caffarella, personal communication, November 13, 2000).

candidacy examination An examination that is required for advancement to candidacy status in some programs as a prerequisite to research leading to graduation (Rocco, 2000).

canon A group of literary works that are generally accepted as having made a critical contribution to the field (Egan, 2000; personal communication, February 12, 2001).

canonical correlation A technique for examining the association between two sets of variables to develop a linear combination of each set in a manner that maximizes the correlation between the two sets (Stevens, 1996, as cited by Ellinger et al., 2000; Ellinger, A.D., personal communication, February 26, 2001).

capital Accumulated labor, in its materialized form or in its embodied form, which when appropriated on a private, i.e., exclusive, basis by agents or groups of agents, enables them to appropriate social energy in the form of reified or living labor (Bourdieu, 1986, as cited by Schugurensky, 2000; personal communication, February 13, 2001).

CASAE-ACÉÉA Canadian Association for the Study of Adult Education-L'Association Canadienne pour l'Etude de l'Education des Adultes. CASAE-ACÉÉA has a World Wide Web site http://www.oise.utoronto.ca/CASAE/ (Adult Higher Education Alliance Resources, 2000; Rubenson, 2000).

CDC The community development concept; a dynamic relationship between adult learning and social action creating local control of local affairs with the intent to democratize knowledge-making so the "social minorities" reclaim some sense of being in control of their/our lives (Pyrch, 2000; personal communication, January 21, 2001).

Centro Latino An urban center for literacy and basic education established in Chicago in 1973 (Heaney, 2000).

Cervero, Ronald M. Professor of Adult Education and Graduate Coordinator, University of Georgia. His interests include adult education knowledge and power, and the politics of program planning and of continuing education for the professions (University of Georgia, 2000).

chaos theory Chaos is not random but shows a deep level of patterned order—a 20th century revolution in the sciences that recognized nature itself is nonlinear. Simple deterministic systems can breed complexity, systems too complex for traditional mathematics can yet obey simple laws, and the task of the scientist is to try to understand complexity itself (Capra, 1996; Gleick, 1987; Hill, L.H, 2000; personal communication, February 15, 2001).

Chartists Members of a radical political movement in Britain in the first half of the nineteenth century that promoted political self-education among the working class (Malcolm & Zukas, 2000; Malcolm, personal communication, January 25, 2001).

citizenship education Programs that focus on general knowledge of the law and the development of civic virtues (Schugurensky, 2000; personal communication, February 13, 2001).

civil capital Civil solidarity that contributes to actions that enhance community sustainability, based on a life code of value rather than a money code of value, and blocks or challenges unsustainable activities. It appropriates capital from the system and moves it to the lifeworld, thereby providing an opportunity for the lifeworld to colonize the system (Sumner, 2000; personal communication, February 5, 2001).

civil commons Any cooperative human construction that protects and/or enables universal access to life goods (McMurtry, 1999, as cited by Sumner, 2000; Sumner, personal communication, February 5, 2001).

civil society The totality of existing relationships in a society that are not determined by the state or political system but exist to denote the side of society's activity that is beyond the domain of the state's direct influence (Pyrch, 2000; personal communication, January 21, 2001).

Clark, M. Carolyn Associate Professor of Adult Education at Texas A&M University, College Station, Texas (Wilson & Hayes, 2000). Major scholarly interests include adult development and learning (Bersch, 1999).

CLS Center for Literacy Studies; a partner in the National Center for the Study of Adult Learning and Literacy and in the Equipped for the Future initiative (Bingman, 2000; personal communication, January 30, 2001).

cluster analysis technique A means of identifying groups and their characteristics in research analysis (Yang & Cervero, 2000; Yang, personal communication, September 24, 2000).

Coady, Moses Michael (1882 - 1959) Canadian adult educator who dreamed of a cooperative kingdom of economic self-help and social dynamism (Welton, 2000; personal communication, January 24, 2001).

cognitive Having to do with mental processes such as sensation and perception, memory, intelligence, language, thought, and problem solving (Pomerantz & Benjamin, 2000; Pomerantz, personal communication, February 8, 2000).

cognitive awareness approach The process of learning about yourself and gaining a realistic sense of your worth as a human being through thinking, rather than through an affective, emotional approach (Baird, 2000).

cognitive leadership A subject of theory and study emphasizing that leadership exists as a result of the expectations of followers, and effectiveness is related to their perceptions as to the degree to which the leader appears to do leader-like things (Fleming & Caffarella, 2000; Fleming, personal communication, January 31, 2001).

collaboration An intellectual effort that involves individuals working together for mutual benefits (Moore & Hill, 2000; Hill, L.H., personal communication, February 15, 2001).

collectivity A sense of community (Muhamad & Merriam, 2000; Merriam, personal communication, August 25, 2000).

Collins, John B. Adjunct Professor and Research Associate, University of British Columbia, Canada. Major work focuses

on evaluating social and educational programs for adults and in entry-to-practice competencies and issues in the professions (law, pharmacy, accountancy, nursing, etc.) (Collins, personal communication, February 15, 2001).

color-blind perspective The assumption that, when race is not discussed directly, race is not a significant topic or one that impacts the field in any serious way; the assumption that there is a normative race (Johnson-Bailey & Cervero, 2000; Cervero, personal communication, September 12, 2000; Johnson-Bailey, personal communication, September 21, 2000).

coming to voice Developing the ability to verbalize what one truly believes, along with the ability to see oneself as a constructor of knowledge (Tisdell, 1995).

communal Living in nuclear family households or as part of extended families (Muhamad & Merriam, 2000; Merriam, personal communication, August 25, 2000).

communicative learning (1) The sharing and construction of knowledge with others (van der Veen, 2000; personal communication, January 20, 2001); (2) The examination of self and others in order to establish the validity, or justification, for one's beliefs (Mezirow, 1994, as cited by Narushima, 2000).

communicative rationality Reasoning on the basis of shared learning, collaboration, and the development of consensus (Röling & Wagemakers, 1998, as cited by Sumner, 2000; Sumner, personal communication, February 5, 2001).

communities People living in a specific locality or a group of people sharing common interests and experiences (Castleden & Kurszewski, 2000).

communities of practice (1) Networks of people who work together in an organization and who regularly share information and knowledge (Lave & Winger, 1991, as cited by Malcolm & Zukas, 2000); (2) a social theory of learning that views learning as a fundamental social phenomenon with individuals talking about meaning, identity, practice, and community (Wenger, 1998, as cited by Moore & Hill, 2000; Moore, L.H., personal communication, February 20, 2001).

community sustainability The viability of a community—its continued existence (Sumner, 2000; personal communication, February 5, 2001).

completion program A program that leads to completion of a degree or professional certification (Aiken, 2000).

complexity theory (1) The study of how order, structure, and pattern arise from extremely complicated, apparently chaotic systems (Hill, L.H., 2000; personal communication, February 15, 2001); (2) the mathematics allowing detailed modeling of self-organizing systems reveal a nonlinear interconnectedness characteristic of networks. May also be referred to as dynamical systems theory (Capra, 1996, as cited by Hill, L.H., personal communication, February 15, 2001).

concept map A schematic device for representing a set of concepts within a framework of propositions; can also be used for data analysis (Novak, 1998, as cited by Daley, 2000; Daley, personal communication, August 28, 2000).

conscientization A Freirean term referring to the process of helping oppressed people to critically examine the causes of their oppression (Schugurensky, 2000; personal communication, February 13, 2001).

constant comparative method A qualitative research method for identifying similarities and differences by comparing new evidence to prior evidence (Muhamad & Merriam, 2000; Merriam, personal communication, August 25, 2000).

construe To interpret or give meaning (Kelly, 1955; Alfred, 2000).

constructs Patterns every person creates as her/his own way of seeing the world in which s/he lives, and which determine how s/he will construe events (Kelly, 1955; Alfred, 2000).

constructivism A tradition that emphasizes the way people learn how to construct and deconstruct their own experiences and meanings (Brookfield, 2000; personal communication, August 25, 2000).

constructivists Those who believe that new knowledge is made meaningful by the ways in which the learner establishes connections among knowledge learned, previous experiences, and the context in which learners find themselves. The learner progressively differentiates concepts into more and more complex understandings and reconciles abstract understanding with concepts garnered from previous experience (Daley, 2000; personal communication, August 28, 2000).

construct validity The degree to which a research test measures an intended hypothetical construct, or nonobservable trait, which explains behavior (Schenck, 2000; personal communication, January 30, 2001).

content experts Educators who have expertise in the subject matter they teach (Lawler & King, 2000).

contextual learning Enhanced learning brought about by integrating academic content to the specific contexts of learners' lives and interests, with situations or issues that are meaningful to the students, thereby increasing motivation to learn (Dirkx, Kushner & Slusarski, 2000).

contingency leadership A subject of theory and study emphasizing situational factors and suggesting that effective leadership depends upon influences of the external environment and the task at hand (Fleming & Caffarella, 2000; Fleming, personal communication, January 31, 2001).

continuing education Ongoing learning opportunities presented by professional or academic organizations that do not earn college credit (Fleming & Caffarella, 2000; Fleming, personal communication, January 31, 2001).

convergent thinking The competence to accommodate different and paradoxical facts in a new coherent framework (van der Veen, 2000; personal communication, January 20, 2001).

cooperative blueprint Coady's idea that it was possible to discover God's blueprint for an economic order in harmony with His plan for humankind (Welton, 2000; personal communication, January 24, 2001).

cooperative inquiry A meaning-making process that valorizes research with people, as opposed to research on people. Groups select an area of inquiry and facilitate themselves non-hierarchically, holistically, democratically, over a period of time by employing action/reflection cycles, full participation, holistic epistemology, critical reflection, and validity procedures. It is based on participants making meaning by using the data of *their own lived experience*

(Rosenwasser, 2000; personal communication, November 24, 2000).

cooperative movement A 1930s cooperative self-help movement to create a people's economy—a good and abundant life—by breaking the stranglehold of feudal economic and political structures on the minds and outlook of impoverished working folk of Canada, New England and the mid-west United States, later spreading to other parts of the world (Welton, 2000; personal communication, January 24, 2001).

cosmology Study and beliefs about the universe as a whole (Alfred, 2000).

CPE Continuing Professional Education (Daley, 2000; personal communication, August 28, 2000).

critical analysis A form of analysis characterized by careful, exact evaluation and judgment (Alfred, 2000).

critical consciousness (1) Becoming aware of our awareness and critiquing it (Mezirow, 1981); (2) an awareness of our thoughts and assumptions (Taylor, Tisdell & Hanley 2000).

critical discourse Discussions in which we bracket our prior judgments, attempt to hold our biases in abeyance, and, through a critical review of the evidence and arguments, make a determination about the justifiability of the expressed idea whose meaning is contested (Mezirow, 1990); as focal points converge thematically within and between groups, these points become provisional conclusions to be further tested in subsequent meetings (Heaney, 2000; personal communication, September 13, 2000).

critical-feminist ideology A cultural and political notion built on neo-Marxist ideas that explores women's issues from the perspective of power, probes similarities within differences, resists institutional logic, and subverts mechanisms used to control women (Hill, R.J., 2000; personal communication, February 9, 2001).

critical incident An occurrence upon which assumptions are based or are changed (Barlas, Kasl, Kyle, MacLeod, Paxton, Rosenwasser & Sartor, 2000).

critical knowledge Emancipatory knowledge; as opposed to empirical-analytical knowledge (Welton, 1995).

critical learning Identifying the assumptions and values that constrain the way we think feel and act, understanding "what makes us tick", and developing a meta-awareness in which we become not just more acutely aware of ourselves and the world around us, but aware of our awareness (Newman, 2000; personal communication, January 8, 2001).

critical multiculturalism An emphasis on learning to alter power relations based on race, social class, gender, ethnicity, and sexual orientation (Taylor, Tisdell & Hanley 2000).

critical pedagogy An open advocacy for social justice through the use of problem-posing and dialogical means in a collective and horizontal relationship with students encouraged as subjects rather than objects to look beyond the personal to the political; the connections between the individual and the social structure or the systems of power and privilege that shape how individuals view the world (Taylor, Tisdell & Hanley 2000).

critical practice Education that focuses on learning within a community; students and teachers are considered to be

social and cultural actors with identities emerging from their wider social experiences (Malcolm & Zukas, 2000).

critical reflection An assessment of the validity of presuppositions of one's meaning perspectives, and examination of their sources and consequences (Mezirow, 1991).

critical theory (1) A social theory related to Western Marxism developed in the 1930s by the Frankfurt School, the objective of which is to uncover oppressive forces that hinder individuals from developing their full potential and to increase social consciousness and liberation from the rule of political economy (Rubenson, 2000); (2) in Hegelian philosophy, criticism means more than a negative judgment and has been given the positive role of detecting and unmasking existing forms of belief in order to enhance the emancipation of individuals in society (Kemmerling, 2000).

Cross, K. Patricia An American researcher who has focused her work on adult learners, non-traditional and higher education students, and adult learning and teaching. She has taught on the faculty of University of California Berkeley and Harvard, and is now retired (Bersch, 1999).

cultural capital (1) Education, forms of language and writing, art, and culturally valued taste and consumption patterns (Andruske, 2000; Bourdieu, 1977, as cited by Andruske, personal communication, May 4, 2001); (2) the knowledge of how to do things; definition derived from Bourdieu's work on K-12 education and relocated into adult education (St. Clair, 2000; personal communication, April 19, 2001).

cultural contingency An event shaped and influenced by culture and cultural contexts (Andruske, 2000; Brookfield,

1993 as cited by Andruske, personal communication, May 4, 2001).

cultural-feminist ideology Feminism that engages cultural politics, critically connects to the "here and now" and, through praxis, makes possible conditions which do not yet exist (Hill, R.J., 2000; personal communication, February 9, 2001).

cultural symbolic A subject of theory and study focusing on the way leaders interpret events and processes, particularly how they shape meaning and culture within their organizations (Fleming & Caffarella, 2000; Fleming, personal communication, January 31, 2001).

culture of collaboration An attitude of openness to different perspectives, of willingness to work with people whose styles may be different, of an interest in mutual creation—and all the give-and-take that entails—stressing full participation from each group member to help equalize inevitable social and personal power differentials within the group. Working together in a way that contradicts the individualist mode prevalent in White Western culture and often manifests how the whole becomes greater than the sum of the individual parts (Rosenwasser, 2000; personal communication, November 24, 2000).

culture of resistance An internal awareness of the messages of internalized oppression, developing with others so individuals can keep themselves from believing these messages, taking them in, allowing them to affect their behavior. From the standpoint of social activism, it valorizes resisting oppression and participating in movements that resist oppression; it means individuals supporting one another in doing together, so that all know no one is alone

(Rosenwasser, 2000; personal communication, November 24, 2000).

Cunningham, Phyllis Activist scholar in adult education at Northern Illinois University, DeKalb (Wilson & Clark, 2000).

currency of access (1) The ability to blend in, e.g., being White in the United States and Canada (Johnson-Bailey & Cervero, 2000; Johnson-Bailey, personal communication, September 21, 2000; Cervero, personal communication, September 12, 2000); (2) institutional advantages based on historic factors that have given an advantage to White Americans (One America, 1998, as cited by Johnson-Bailey and Cervero, 2000).

cyber feminism The feminist community linked on the world wide web that promotes political consciousness through electronic networking (Hill, R.J., 2000; personal communication, February 9, 2001).

Dd

Daley, Barbara J. Assistant Professor of Adult and Continuing Education, University of Wisconsin-Milwaukee. Her primary research area is in continuing professional education (Daley, personal communication, August 28, 2000).

deficit perspective In the ABLE field, a view of low-literate adults that sees them as in a state of deficit in terms of their lack of skills, knowledge and even morals (Fingeret, 1983, as cited by Quigley, 2000; personal communication, September 13, 2000).

democratization The process of expanding and equalizing educational opportunities to the people (Shin, 2000).

development The evolution of one's conscious and unconscious thoughts and emotions; one's sense of self and ways of understanding one's relation to the world (Clark, 2000).

developmental changes The study of changes in individuals and collectives of people from birth until death. These changes take many forms: behavioral, skills, beliefs, worldviews, physical, cognitive, emotional, and spiritual (Caffarella, 2000; personal communication, November 13, 2000).

developmental theories Ways of viewing maturation, presuming growth, progress, change, and improvement. Some developmental theories focus on transitional, individual or dialectical patterns; others revolve around age and stage

models (Pomerantz & Benjamin, 2000; Pomerantz, personal communication, February 8, 2000).

Dewey, John (1859-1952) American pragmatic philosopher and educationalist who influenced many of the early thinkers in adult education (Jarvis, 1999).

dialectical Accepting inherent contradictions and ambiguities in thought processes (Plumb, 2000).

dialectics A logical process of arriving at the truth by combining a thesis and a contradictory antithesis, then resolving them into a coherent synthesis (Taylor, Tisdell & Hanley 2000).

dialogue (1) A talk between two subjects, not a speech of subject and object (hooks, 1989, as cited by Alfred, 2000); (2) a type of communication carried on with supporting behavior, integrity, and mutual respect between and for the mutual benefit of two or more individuals (Pyrch, 2000; personal communication, January 21, 2001); (3) two or more voices within one individual (Pyrch, 2000; personal communication, January 21, 2001).

difference feminism The feminist narratives of male-to-female transsexuals (Hill, R.J., 2000).

Dirkx, John M. Associate Professor and Graduate Program Coordinator of Higher, Adult, and Lifelong Education at Michigan State University, East Lansing (Wilson & Hayes, 2000).

discourse A formal, lengthy discussion of a subject (Miller, 2000).

discursive practice Foucauldian terminology referring to utilization of discourse to arrive at conclusions through reason rather than intuition (Egan, 2000).

disorienting dilemma (1) A situation posed by a teacher to generate perspective transformation in the student (Mezirow, 1991); (2) an experience in professional practice significant enough to force a reexamination of values and assumptions (Daley, 2000; personal communication, August 28, 2000).

dissertation A lengthy, formal treatise written by a candidate for the doctoral degree at a university (Rocco, 2000).

distance education Learning experiences brought to the distant student through correspondence or technological means including radio, television, satellite, film, video, or computer (Shin, 2000).

divergent thinking The competence to assimilate a rich variety of facts and arguments through structuring them in a pre-determined perspective (van der Veen, 2000; personal communication, January 20, 2001).

DLOQ© Marsick and Watkins' assessment diagnostic that measures the dimensions of the learning organization (Ellinger et al., 2000; Ellinger, A.D., personal communication, February 26, 2001).

double loop learning Learning that occurs when learners reflect critically on their own behavior, identify ways they often inadvertently contribute to the problems, and change how they act (Argyris & Schön, 1978; Moore & Hill, 2000; Hill, L.H., personal communication, February 15, 2001).

Ee

educator/activists Those who plan political-pedagogical strategies (Heaney, 2000; personal communication, September 13, 2000).

EFF Equipped for the future national standards-based system reform initiative sponsored by the National Institute for Literacy that provides a common framework for defining, tracking and reporting results to policymakers, as well as to students and their local programs in the United States (Bingman, 2000).

Egan, John Doctoral fellow in health promotion. He is a specialist in grassroots adult education and AIDS prevention (Egan, personal communication, February 12, 2001).

elicitation A series of question and answer episodes designed to gauge whether learners have performed an exercise correctly and conveyed content; see also **process elicitation** and **product elicitation** (Beder, Medina & Eberly, 2000).

Ellinger, Alexander E. Assistant Professor of Marketing and Distribution, Villanova University (Ellinger, A.D., personal communication, February 26, 2001).

Ellinger, Andrea D. Assistant Professor of Adult Education and Program Coordinator, Pennsylvania State University at Harrisburg (Ellinger, A.D., personal communication, February 26, 2001).

emancipatory adult education practice An organized effort to precipitate or to facilitate transformative learning in others (Mezirow, 1991).

emancipatory goals The specific changes in social conditions which will enhance a group's ability to influence those decisions which affect day-to-day life. It is these goals (changes) which inspire a group to conspire (Heaney, 2000; personal communication, September 13, 2000).

emancipatory knowledge That knowledge which is gained through critical self-reflection, as distinct from knowledge gained from "technical" interest in the objective world or "practical" interest in social relationships (Mezirow, 1991).

emancipatory learning (1) The acquisition of emancipatory knowledge through critical self-reflection (Habermas, 1971, as cited by Cranton, 1994); (2) the process of removing constraints and freeing oneself from forces that limit one's options and control over one's life, forces that have been taken for granted or seen as beyond one's control (Cranton, 1994, as cited by Rosenwasser, personal communication, November 24, 2000).

embedded learning Learning that is an integral part of the cultural heritage (Muhamad & Merriam, 2000; Merriam, personal communication, August 25, 2000).

empiricism The view that experience, especially of the senses, is the only source of knowledge; also known as positivism (Rubenson, 2000).

enlightened solidarity The unity of individuals in a democratic organization who are willing to take responsibility beyond their own everyday lives without a traditional or top-

down definition of this responsibility (Salling Olesen, 2000; personal communication, February 14, 2001).

epistemological perspective A view that concerns itself with investigation of the origin, nature, methods, and limits of human knowledge (Rubenson, 2000).

epistemology The study of the nature of knowledge (Alfred, 2000).

equilibrium orientation A regard of education as benign, as a process of giving information or creating awareness (Boshier, 2000).

Erickson's developmental model A theory that locates eight levels of development based on chronological age. Conflicts specific to each age period must be met and resolved to lead the individual to a stronger sense of autonomy and self-awareness; otherwise, feelings of isolation, stagnation, and despair set in (Erickson, 1978, as cited by Pomerantz & Benjamin, 2000; Pomerantz, personal communication, February 8, 2000).

epiphany A sudden manifestation of the essence or meaning of something, or a sudden intuitive comprehension or perception of reality (Pomerantz & Benjamin, 2000; Pomerantz, personal communication, February 8, 2000).

ESREA European Society for Research in the Education of Adults. ESREA has a Steering Committee of 12 elected members and 4 ad hoc members. The ESREA Secretariat is currently located at the Centre for Learning and Communication in Organizations, Leiden University, The Netherlands. (Rubenson, 2000).

essentialize To focus on basic or fundamental elements as opposed to exploring alternatives (Gorman, 2000).

Exclusion, Age of A time when the market, which increasingly determines political, social, and economic priorities, has no place for the growing number of people who contribute little or nothing to production or consumption (George, 1997, as cited by Sumner, 2000; Sumner, personal communication, February 5, 2001).

exemplar One who serves as a model or example (Muhamad & Merriam, 2000; Merriam, personal communication, August 25, 2000).

experiential learning The acquisition of knowledge and skill through the learner's direct involvement with the realities being studied; it may involve affective, somatic, and rational engagement whether involving prior or new activities (van der Veen, 2000; personal communication, January 20, 2001).

extension The mediation of knowledge from a centre to places of life activity (Welton, 2000; personal communication, January 24, 2001).

Ff

facilitators The people who are most directly involved in catalyzing engagement of adults in education (Grudens-Schuck, 2000; personal communication, January 4, 2001).

feminist ideology A body of political thought describing the sexism of any particular society and describing a future society in which sexist contradictions would be eradicated (Hill, R.J., 2000).

feminist pedagogy Libratory teaching that demands active resistance and rebellion against sexism and racism (hooks, 1995; Tisdell, 2000).

field directions A set of suggestions aimed to enhance efforts to promote the enterprise of adult education's cohesion and coordination of activities (Jensen, Liveright, & Hallenbeck, 1964, as cited by Grace, 2000; Grace, personal communication, January 5, 2001).

field notes Annotations made during the study of a research setting and during the collection of information when performing qualitative research (Beder, Medina & Eberly, 2000).

finding voice Developing a vocabulary of one's own words for personal reflection and dialogue (Baird, 2000).

Fleming, Jean E.A. Assistant Professor of Education at College of the Southwest , Hobbs, New Mexico. Major scholarly interests include program development and leadership for adult education (Fleming, personal communication, January 31, 2001).

force field A widely used sociological model, now largely in disfavor, that places advantages and disadvantages on two sides with one set of forces stronger than the other. For instance, the choice to return to ABLE may be outweighed by the need to respect the community one lives in that values labor over schooling (Quigley, 2000; personal communication, September 13, 2000).

formal learning Education acquired in institutions and evidenced by certificates, credits, diplomas, and degrees (Coombs, 1979; Muhamad & Merriam, 2000; Merriam, personal communication, August 25, 2000).

formally undereducated Without a high school diploma (Quigley, 2000; personal communication, September 13, 2000).

Foucault, Michel French philosopher who used historical investigations as a method of exposing how the structure of contemporary thought is shaped by conventional social institutions and practices, including especially the forceful marginalization of deviant behavior by discursive rationality (Kemmerling, 2000).

fractals computer generated geometrical forms drawn by the iteration of a few equations. The mathematical research of Benoit Mandelbrot focused on understanding apparently irregular natural phenomena that were discovered to be created by the repetition of the same form at ever smaller levels of scale. His work resulted in a powerful mathematical language that has been adopted to create beautiful fractals (Capra, 1996; Wheatley, 1994; Hill, L.H., 2000; personal communication, February 15, 2001).

Frankfurt School A German philosophical and sociological movement associated with the Institute for Social Research

founded within Frankfurt University in 1923, closed and re-established in New York as the New School for Social Research in 1934, and returned to Frankfurt in the early 1950s (Rubenson, 2000).

Freire, Paulo (1921-1997) Brazilian intellectual whose common sense ideas about teaching poor people by linking education with the political process of empowerment gained international recognition. One of the most creative and influential educators in adult literacy, he viewed education as a means through which people can free themselves from oppression and participate in the transformation of society (Bersch, 1999).

frame Anything that limits the teaching process and is outside the control of the teacher (Lundgren, 1981, as cited by Nesbit, 2000; Nesbit, personal communication, February 13, 2001).

frame factor theory An explanation of how teaching processes are developed, enabled, and constrained by certain frames, themselves the product of larger social structures (Lundgren, 1981; and Torper, 1994; both as cited by Nesbit, 2000; Nesbit, personal communication, February 13, 2001).

Freirean/Humanities oriented program A program that is for the learners, through dialogue and reflection, to look critically at where they find themselves and to find a voice for empowerment in the process of identity formation (Baird, 2000).

Freirean programs Activities rooted in the work of Paulo Freire for whom education was a means to transforming society, not merely imparting knowledge and information. Students learn peripherally about reading words and at the core learn about reading the world by sharing what they know

with their peers and with the teacher (Heaney, 2000; personal communication, September 13, 2000).

full professor An educator in the fourth rank on a university tenure track in the United States; qualitative criteria for each rank are determined by each university (Rocco, 2000).

functionalist analysis The construction of a problem scientifically (Boshier, 2000).

Gg

gatekeepers Those who control access, e.g., to power, print, education (Sork, Chapman & St. Clair, 2000).

GED General Educational Development test (Bingman, 2000; personal communication, January 30, 2001).

giving voice Creation of those conditions favorable to oppressed groups and individuals articulating and thereby coming to understand their situation (Sheared, as cited by Heaney, personal communication, September 14, 2000).

global consciousness A change in human consciousness with an awareness of the interdependence among humans and between humankind and the earth characterized by (1) a more inclusive worldview and the formation of allegiances beyond the local, (2) an ability to cope comfortably with ambiguity, and (3) a valuing of complexity and diversity (Capra, 1996; Daloz, Keen, Keen & Parks, 1996; Harman & Porter, 1997; Hill, 1998; Kegan, 1994; Maynard & Mehrtens, 1993; O'Sullivan, 2000; Wheatley, 1994; all as cited by Hill, L.H., 2000; Hill, L.H., personal communication, February 15, 2001).

global project The current collection of policies and programs, principally promoted world-wide by governments of the industrial countries with the help of the international institutions and corporations equally committed to the economic integration of the world and the market credo (Pyrch, 2000; personal communication, January 21, 2001).

Gould's developmental model A theory based on the ability to separate oneself from the false assumptions of childhood (Gould, 1978, as cited by Pomerantz & Benjamin, 2000; Pomerantz, personal communication, February 8, 2000).

Grace, André P. Assistant Professor in the Department of Educational Policy Studies, University of Alberta in Edmonton, Canada. His research interests include critical and feminist pedagogies, cultural studies, inclusive education, and the historical foundations of academic adult education (Grace, personal communication, January 5, 2001).

Gramsci's war of position A concept introduced by Antonio Gramsci to describe a strategy built on hegemonic principles as differentiated from a "war of maneuver" which is a direct frontal attack (Hill, R.J., 2000; personal communication, February 9, 2001).

Graveline, Fyre Jean Director, First Nations and Aboriginal Counseling Degree Program at Brandon University, Manitoba, Canada. She creatively combines aboriginal traditional, anti-racist feminist philosophies and pedagogies into theoretical/applied teaching and healing models (Graveline, personal communication, September 15, 2000).

grounded theory A research approach based on data collected in real-world settings which reflect what naturally occurred over an extended period (Jarvis, Holford, & Griffin, 2000).

grounding One's background or base of action, affect or knowledge (Castleden & Kurszewski, 2000).

groupthink An oppression of critical thinking in groups caused in part by a directive leadership that doesn't allow open and critical group discussions and a quite common fear in group members to damage the cohesion of the group by making critical remarks (van der Veen, 2000; personal communication, January 20, 2001).

Grudens-Schuck, Nancy Assistant Professor, Department of Agricultural Education and Studies, Iowa State University. Her work has focused on participatory evaluation as adult learning, and participatory and democratic adult learning (Grudens-Schuck, personal communication, January 4, 2001).

Hh

Habermas, Jürgen German philosopher and prominent member of the Frankfurt School. He engages in critical study of the historical origins of human knowledge in many disciplines (Rubenson, 2000).

habitus Systems of dispositions, created and recreated as objective structures and personal history converge, that express the idea of predisposition, tendency, propensity, or inclination (Bellamy, 1994, as cited by Sumner, 2000; Sumner, personal communication, February 5, 2001).

Handbook Series A series of eight books written and published between 1980 and 1981 by the Adult Education Association to further define the field of adult education (Merriam & Cunningham, 1989).

Handbooks Eight books published between 1934 and 2000 to define the field of Adult Education (Merriam & Cunningham, 1989) including Handbook of adult education in the United States (Rowden, 1934, 1936; Ely, 1948; Knowles, 1960); Adult education in action (Ely, 1936); Handbook of adult education (Smith, Aker, & Kidd, 1970); Handbook of adult and continuing education (Merriam & Cunningham, 1989); and Handbook of adult and continuing education (Wilson & Hayes, 2000).

Havighurst, Robert Known for his idea of the "teachable moment" and his work on developmental tasks linking the ideas of age-appropriate tasks/behavior and the fostering of learning activities for adults (Bersch, 1999).

Hayes, Elisabeth R. Professor of Curriculum and Instruction and member of faculty in the graduate program in continuing and vocational education at the University of Wisconsin-Madison. Her research interests include women's learning, feminist issues in adult education, and teaching/learning issues in adult literacy education (Wilson & Hayes, 2000).

Heaney, Tom Associate professor and director of the adult education doctoral program at National-Louis University. He is also co-founder of the Lindeman Center in Chicago, which develops popular education with oppressed communities seeking democratic social change (Heaney, personal communication, September 14, 2000).

Hegel, Georg Wilhelm Friedrich (1770-1831) Idealist philosopher, known for his work in critical theory and in dialectical reasoning to which he attributed the unfolding of concepts of reality in terms of the pattern of thesis-antithesis-synthesis, which he believed to be the only method of progress in human thought (Kemmerling, 2000).

hegemony (1) The way in which people are persuaded to embrace harmful dominant ideologies and practices as always being in their own best interest, when in fact these are working against them and working to further the interests of the dominant minority (Brookfield, 2000; personal communication, August 25, 2000); (2) the spontaneous consent given by the great masses of the population to the general direction imposed on social life by the dominant fundamental group (Gramsci in Hoare & Smith, 1999, as cited by Sumner, 2000; Sumner, personal communication, February 5, 2001).

hermeneutics Science of interpretation and explanation (Habermas as cited by Mezirow, 1981; Sumner, 2000; personal communication February 5, 2001).

heuristics Of or constituting an educational method in which learning takes place through discoveries that result from investigations made by the learner (Castleden & Kurszewski, 2000).

Hiemstra, Roger Retired professor of adult education at Syracuse University whose fields of emphasis include writing, self-directed learning, and older adult learning (Bersch, 1999).

higher education Schooling beyond the secondary or high-school level, especially at the college or university level (Milton et al., 2000).

Highlander Folk School Founded in the Appalachian Mountains in 1932 by Myles Horton to challenge grass-roots activist participants to move forward, to experience in new ways, and to rethink goals and concerns. Its charter was revoked in 1961, and it was later reopened in Knoxville, Tennessee under the name of Highlander Research and Education Center (National Louis University Adult and Continuing Education Resources, 2000; Sparks, 2000).

Hill, Lilian H. Education Specialist/Assistant Professor at Virginia Commonwealth University in Richmond. Her areas of interest include professional practice and ethics and values in adult education (personal communication, February 15, 2001).

Hill, Robert J. Cultural worker, critical educator, public intellectual and Assistant Professor of Adult Education at the University of Georgia, Athens. His research and practice

center on the sociology of adult education especially in relations to Queer and environmental discourses (Hill, R.J., personal communication, February 9, 2001).

holistic thinking Understanding a system as a system and giving primary value to the relationships that exist among seemingly discrete parts. It is characterized by seeing people and nature as interdependent and interconnected. It is informed by a concern for the environment and social justice and involves both a systemic perspective and global awareness (Wheatley, 1994; Hill, L.H., 2000; personal communication, February 15, 2001).

hooks, bell American radical writer Gloria Watkins, who attacks the racism of white feminist theory and calls for a new feminist theory which would define all aspects of domination and reflect the needs and experiences of nonwhite and working-class women (Humm, 1990).

Horton, Myles (1905-1990) An early force in adult education in America, who studied Danish folk schools, then founded Highlander Folk School (National Louis University Adult and Continuing Education Resources, 2000).

Houle, Cyril O. (1913-1999) Retired from the faculty of adult education at University of Chicago in 1970, he continued to be active with the Kellogg foundation and to focus on older adults' learning until his death (Bersch, 1999). He defined a systematic yet situation-specific "fundamental system" of adult education: identifying an educational activity; deciding to proceed; identifying, refining and prioritizing general and specific objectives; designing a suitable learning format and activities; and putting the program into effect (Houle, 1972, as cited by Elias & Merriam, 1995).

HRD Human resource development; training, career development, and organizational development. (Hill, L.H., 2000; personal communication, February 15, 2001).

human capital Human beings that make a significant contribution toward economic growth (Pass et al., 1991, as cited by Sumner, 2000; Sumner, personal communication, February 5, 2001).

human capital formation Education of women and other marginalized people for integration into development for participation in the world market while ignoring/despising their cultures, traditions, knowledge, work and values (Miles et al., 2000).

humanist An orientation of concern with how the world appears; subjectivist in that reality is what it is construed to be (Boshier, 2000).

humanistic Fostering individual growth and development in a respectful, caring environment (Alfred, 2000).

human resources frame A perspective within professional practice that organizations have individuals with needs and feelings that must be taken into account so that individuals can learn, grow, and change (Daley, 2000; personal communication, August 28, 2000).

Ii

idealist-subjectivist An orientation in which reality is a subjective phenomenon existing within consciousness; extreme forms involve the practice of solipsism (Boshier, 2000).

ideal speech situation A situation described by Habermas in which each participant has an equal chance to initiate and continue communication, to make assertions, give explanations, and challenge justifications, and no speaker may be inhibited by either internal or external coercion from exercising those rights (Habermas, 1984, as cited by Schugurensky, personal communication, February 14, 2001).

ideology critique (1) The ways people learn to recognize how uncritically accepted and unjust dominant ideologies are embedded in everyday situations and practices, associated with Marxism and the Frankfurt School of Critical Social Theory (Brookfield, 2000; personal communication, August 25, 2000); (2) the ways people come to an awareness of how capitalism shapes social relations and imposes—often without one's knowledge—belief systems and assumptions (i.e. ideologies) that justify and maintain economic and political inequity (Brookfield, 2000; personal communication, August 25, 2000).

idiosyncratic learning The development of a competence for convergent thinking and creativity—to develop innovative knowledge constructions (van der Veen, 2000; personal communication, January 20, 2001).

imaginative learning Consciously conceiving of the unconventional; thinking unsubdued by habit and unshackled by custom to envision possibilities in or beyond the actualities in which we are immersed and ensure that knowledge and skills are meaningful (Norman, 2000).

implicit practice-based theory Personalized theories developed by practitioners in the course of doing their work; these are often not articulated or tacit (Moore & Hill, 2000; Hill, L.H., personal communication, February 15, 2001).

incidental learning A byproduct of other activities. That is, it doesn't have to be linked to systematic, planned learning activities. A person could be watching TV and learn something as a by-product of that activity, totally unrelated to what was intended as a learning outcome (Muhamad & Merriam, 2000; Merriam, personal communication, August 27, 2000).

inclusive civil society A society that has a place for all people (Sumner, 2000; personal communication, February 5, 2001).

informal learning Unplanned, incidental learning from daily experiences (Coombs, 1979; Muhamad & Merriam, 2000; Merriam, personal communication, August 25, 2000).

ingratiator An individual who uses an average amount of influence strategy and emphasizes friendliness (Yang & Cervero, 2000, Yang, personal communication, September 24, 2000).

insiders Those who are among their own people, i.e., who have experienced the same social, political, economic, cultural realities, or those whose personally relevant social world is under study (Castleden & Kurszewski, 2000).

instructor An educator in the first rank on a university tenure track in the United States; qualitative criteria for each rank are determined by each university (Rocco, 2000).

instrument A tool or test for measurement in research (Yang & Cervero, 2000 Yang, personal communication, September 24, 2000).

instrumentalists Those who assume the laws of social life have an independent power which can only be dealt with by ascertaining what these laws are and regulating actions accordingly (Fay, 1987, as cited by Welton, 2000; Welton, personal communication, January 24, 2001).

instrumental_learning (1) The gaining of technical knowledge (Mezirow, 1991); (2) acquiring skills and information in order to control one's environment, to deal with practical matters, and to use material structures and systems to resist or bring about change (Newman, 2000; personal communication, January 8, 2001).

instrumental rationality Reasoning on the basis of controlling things (Röling & Wagemakers, 1998, as cited by Sumner, 2000; Sumner, personal communication, February 5, 2001).

integration The identity, image, and value given to the [adult education] program by both the college and the institution (Milton et al., 2000).

integrative frame of development A perspective that takes into account a multiplicity of ways of thinking about development—physical, psychological, socio-cultural, and spiritual. This frame argues for a more holistic view of the life course—the passage of time from birth until death (Caffarella, 2000; personal communication, November 13, 2000).

intercultural education Seeking to develop attitudes of understanding and respect among groups and individuals of different backgrounds (Johnson-Bailey & Cervero, 2000; Johnson-Bailey, personal communication, September 21, 2000; Cervero, personal communication, September 12, 2000).

internal consistency The statistical similarity between items being tested and used to determine the reliability of the test or procedure (Schenck, 2000; personal communication, January 30, 2001).

internalized oppression An involuntary reaction to oppression originating outside one's group and resulting in group members loathing themselves, disliking others in their group, and blaming themselves for the oppression – rather than realizing these beliefs are constructed in them by oppressive socio-economic political systems (Brown, 1995; Schwartz, 1995; Sherover-Marcuse, 1994; all as cited by Rosenwasser, 2000; Rosenwasser, personal communication, November 24, 2000).

interpretive learning Understanding how people relate, communicate, construct institutions, and give meaning to their social lives (Newman, 2000; personal communication, January 8, 2001).

intersubjectivity A sense of community developed by individuals who come together to talk about their common experiences with each other and are listened to, taken into account, and validated in their past experiences, current circumstances, and feelings (Sparks, 2000).

inward journey The process of looking within yourself to your values, community, heritage, and traditions to get a sense of who you are and to make meaning of your life (Baird, 2000).

IRE Initiation, response, evaluation mode of instruction (Beder, Medina & Eberly, 2000).

Ization Syndrome The shaping of postwar adult education as an ordered and orderly enterprise complicit with the dominant postindustrial culture by techno-scientization, individualization, professionalization, and institutionalization (Grace, 2000; personal communication, January 5, 2001).

Jj

Jarvis, Peter Professor of Continuing Education at the University of Surrey, UK, where he set up the Centre for Research on Lifelong Learning. He has written extensively on lifelong and adult learning and is the author, co-author or editor of numerous books on adult education. He is also editor of The International Journal of Lifelong Education. (Jarvis, personal communication, January 23, 2001).

Johnson-Bailey, Juanita Associate Professor of Adult Education; joint staffed with the Women's Studies Program, University of Georgia. Her research interests are gender and race issues in education and power dynamics in the educational process (Johnson-Bailey, personal communication, September 21, 2000).

Kk

Kidd, J. Roby A Canadian adult educator who was involved in organizing the International Council for Adult Education. He was a statesman working internationally to bring people together and to advance the field of adult education (Bersch, 1999).

knowledge A social artifact, created to serve a purpose; any and every set of ideas and acts accepted by one or another social group or society of people—ideas and acts pertaining to what they accept as real for themselves and for others (McCarthy, 1996, as cited by St. Clair, 2000; personal communication, April 19, 2001).

knowledge constitutive interests The human interests or "drives"—to manage the material world, to understand the human condition, and to be freed from acculturated constraints—which impel human beings to create different kinds of knowledge (Newman, 2000; personal communication, January 8, 2001).

knowledge construction The making of meaning by establishing connections among learned information, previous experiences, and context (Alfred, 2000).

knowledge regimes The institutions whose knowledges are reified by the academy and the state (Egan, 2000).

Knowles, Malcolm (1913-1997) A well-known theorist and promoter of adult education throughout the world. His espoused goal was to advance the cause of the individual and of American democracy. Perhaps best known for his attempts to define true adult education as andragogy, he is also known

for his work in self-directed learning and learning contracts (National Louis University Adult and Continuing Education Resources, 2000).

Knox, Alan Professor of Continuing and Vocational Education, Education and Administration, and Agricultural Journalism at University of Wisconsin-Madison. He has concerned himself with adult development and learning, and with continuing education (Bersch, 1999).

Kohlberg's moral-lçarning stage theory A six-stage model of the evolution of moral meaning-making: heteronymous morality (confuses authority's perspective with one's own), individualism (instrumental purpose and exchange), interpersonal (expectations of mutuality), social system (conscience and looking for "my people"), social contract (individual rights), and interindividuality (universal ethic principles) (Baird, 2000).

Kreitlow, Burton Professor Emeritus, University of Wisconsin. He is known for his writings on research and publication in adult education and education of older adults (Bersch, 1999).

Ll

labour education Informal and non-formal education or training provided by union-sponsored programs with the purpose of supporting union activity and union consciousness (Spencer et al., 2000; Spencer, personal communication, February 25, 2001).

Laiken, Marilyn E. Professor of Adult Education, Workplace Learning and Change specialization; Department of Adult Education, Community Development and Counselling Psychology, Ontario Institute for Studies in Education of the University of Toronto. Major interests include Adult education, organization renewal, self-directed, transformative, and experiential learning (Laiken, personal communication, February 8, 2001).

late modernity The historical period in Western society that starts somewhere in the beginning of the 1970s and characterized by others as postmodernity, or information society, leisure society, etc. (van der Veen, 2000; personal communication, January 20, 2001).

learner centered A set of values that guide teacher-learner interactions (Beder, Medina & Eberly, 2000).

learnfare Employment preparation programs within the union that incorporate coercive aspects, with refusal to attend resulting in lost benefits (St. Clair, 2000; Swift, 1995, as cited by St. Clair, personal communication, April 19, 2001).

learning colleges The colleges and universities whose actual practices are evolving in the 21st century to center around

students' learning interests, as opposed to teacher-centered colleges (Mancuso, 2000).

learning domains The objective, social, and subjective worlds in which we engage in instrumental, interpretive, and critical learning respectively (Newman, 2000; personal communication, January 8, 2001).

learning organization (1) An organization in which the role of leadership is decentralized and in which vision, purpose, alignment, and systems thinking are articulated as the cornerstone (Senge, 1990); (2) An organization that is able to transform itself by acquiring new knowledge, skills, or behaviors (Marsick and Watkins, 1994, as cited by Bassi, 1997; Rubenson, 2000).

learning outcomes The changes in what people are able to do in their lives as a result of new skills or credentials, as well as changes in their sense of self (Bingman, 2000).

lesbian-feminist ideology Feminism identifying sexual orientation as a key factor in women's oppression (Hill, R.J., 2000; personal communication, February 9, 2001).

Levinson's developmental model A theory that development follows a linear blueprint, e.g., early adulthood (age 20 to 39) is characterized by transition (moving out of the family home), stability (striking out on one's own), and settling down (developing permanent life structure goals) (Levinson, 1978, as cited by Pomerantz & Benjamin, 2000; Pomerantz, personal communication, February 8, 2000).

liberal-feminist ideology A philosophy focusing on the rights of women as individuals and helping them fit into existing systems; equal opportunity (Tisdell, 1995; Hill, R.J., 2000; personal communication, February 9, 2001)

liberal hegemony The idea that since students are comfortable with what they already know, they will request more of that, meaning that liberalism and capitalism will go unchallenged (Brookfield, 2000; personal communication, August 25, 2000).

liberate To free oneself from something which could be either external, like oppression, or internal, like internalized oppression (Rosenwasser, 2000; personal communication, November 24, 2000).

liberation The experience of freeing oneself from something external or internal, for example freeing oneself from oppression in general, such as anti-Semitism, and in particular, freeing oneself from self-hatred (Rosenwasser, 2000; personal communication, November 24, 2000).

liberation theory A framework for understanding oppression used by many social activists in the U.S. today who facilitate "unlearning oppression" work. One of its chief theorist/practitioners was Ricky Sherover-Marcuse. In the context of understanding internalized oppression, liberation theory explains that after being mistreated and hearing misinformation repeatedly as small children, individuals gradually begin to act, feel, see and think of themselves in the ways society has dictated (Vasquez and Femi, 1993, as cited by Rosenwasser, 2000; personal communication, November 24, 2000).

libratory adult education A tradition in the adult education movement that calls for the emancipation of humankind from all forms of oppression be they based on sex, class, race, sexual orientation, age, disability or religion. That tradition aims to replace "power-over" relationships by creating "power-with" relationships as envisioned by American philosopher Eduard Lindeman in his 1926 meaning of adult

education. Extending the categories to include "power-from-within" deepens our understanding of the nature of power (Pyrch, 2000; personal communication, January 21, 2001).

libratory praxis (1) Theory connected with reflection and action (Nieto, as cited by Egan, 2000); (2) a cycle of reflection and practice which leads to greater control over decisions affecting day-to-day life (Heaney, 2000; personal communication, September 13, 2000).

life code of value A community-sustainability orientation that preserves or extends life—organic movement, sentience and feeling, and thought—through the input of means of life, e.g., air, food, water, shelter, affective interaction, environmental space, and accessible learning conditions (McMurtry, 1998, as cited by Sumner, 2000; Sumner, personal communication, February 5, 2001).

lifelong learning A philosophy that people can and do learn throughout their lives through purposeful develop-ment of self-directed learning skills (Rubenson, 2000).

life skills The capabilities necessary for everyday living such as dressing, grooming, caring for children, cooking, managing one's personal accounts (Andruske, 2000; personal communication, May 4, 2001).

lifeworld (1) The familiar world of everyday life, where we really learn what life means, what binds us together, and what constitutes an autonomous personality; as opposed to the educational system where we learn what is taught us (Welton, 1995; Rubenson, 2000); (2) one's values, life principles, joys, hopes, sorrows, agonies, fears, etc. (Narushima, 2000).

Likert-like Similar to the Likert scale, an instrument that asks an individual to respond to a series of statements by

indicating whether s/he strongly agrees, agrees, is undecided, disagrees, or strongly disagrees with each statement (Milton et al., 2000).

Lindeman, Eduard (1885-1953) Significant contributor to adult education philosophy and theory. In 1926, he outlined adult education as a lifelong activity, non-vocational, concerning itself with situations rather than subjects in teaching, and placing primary emphasis on the learner's experience (Bersch, 1999). He is remembered for his statement, "education is life—not a mere preparation for an unknown kind of future living" (Lindeman, 1995, p. 32).

literacy center Either a local literacy program or a state or regional center that provides support to adult literacy and basic education programs and providers, e.g., the Center for Literacy Studies (Bingman, 2000; personal communication, January 30, 2001).

literature The journals, conference proceedings, and books focusing on scholarly accomplishments of a field (Rubenson, 2000).

Mm

making space A project to make space for women's perspectives on adult education that came in response to their having been excluded from the Black Book, and resulted in Making space: Merging theory to practice in adult education by Bergin & Garvey (Baird, 2000).

Malcolm Baldrige Education Criteria for Performance Excellence A business performance/quality program improvement framework adapted for use in educational organizations (Bingman, 2000).

Malcolm, Janice Senior Research Fellow at the School of Continuing Education, University of Leeds, UK. Her work includes analyses of relationships between pedagogic identities in higher education and adult education (Malcolm, personal communication, January 25, 2001).

marginality The extent to which one is considered to be at the edge of the populace, disregarded (Fleming & Caffarella, 2000; Fleming, personal communication, January 31, 2001).

marginalization Considering particular individuals, groups, or interests to be of little import and so disregarding them; societal exclusion from the labour market and social life (Salling Olesen, 2000; personal communication, February 14, 2001).

marginalized Considered to be at the edge of the populace, disregarded, stereotyped, and discriminated against based on perceived inadequacies by society or groups in power (Andruske, 2000; personal communication, May 4, 2001).

Marsick, Victoria J. Professor and Coordinator of Graduate Programs of Adult & Organizational Learning, Department of Organization and Leadership, Columbia University, Teachers College. She has collaborated with Karen Watkins in her research and writing on the learning organization and their DLOQ© (Teacher's College Columbia University, 2000).

Marxist-feminist ideology Feminism linked to dialectic analysis and the politics of the left and which characterizes class as the primary factor in determining women's socio-economic station (Hill, R.J., 2000; personal communication, February 9, 2001).

Maslow, Abraham Famous for the hierarchy of needs that he developed—physiological; safety; love, affection and belongingness; esteem; and self actualization (Bersch, 1999).

mature student A term used in the United Kingdom to designate a student engaged in higher education, as opposed to an "adult student" engaged in adult education (Malcolm & Zukas, 2000).

McClusky's list A list of older adults' educational needs: coping, expressive, contribution, influence, and transcendence (McClusky, 1971, as cited by Narushima, 2000)

meaning making Either a scientific process of developing a logically, reliably interpretable, and systematically predictive theory or an existential process of generating a new vision which shall serve as the context of a new commitment (Fingarette, 1963; Dirks, 2000).

meaning perspectives The set of learned assumptions which regulate perception and cognition and the structure of those assumptions that constitutes a frame of reference for

interpreting the meaning of an experience (Mezirow, 1991, as cited by Rosenwasser, 2000; Rosenwasser, personal communication, November 24, 2000).

meaning structures The broad set of psychocultural assumptions that frame one's world view (Narushima, 2000).

Merriam, Sharan B. Professor of Adult Education, University of Georgia. Her research interests include adult learning and adult development, international adult education, and qualitative research methods (Merriam, personal communication, August 25, 2000).

Mezirow, Jack Professor Emeritus of Adult Education in Teacher's College, Columbia University, New York, and major exponent of transformative learning theory (Jarvis, 1999).

millenarianism Belief in a permanent millennial order (Welton, 2000; personal communication, January 24, 2001).

Miller, Nod Professor of Innovation Studies and Assistant Vice Chancellor, Lifelong Learning, University of East London, England (Wilson & Hayes, 2000).

modernists Those who believe in a dominant meta-narrative, a rational world governed by scientific knowing, and one-best ways (Welton, 2000; personal communication, January 24, 2001).

modernity A period born in Western Europe with the Enlightenment. It can be seen as an historical event, an intellectual one or a period of cultural change. Basically it reflected the move away from revealed knowledge to scientific knowledge. It was a period of optimism and development, but it was based on a linear view of history (Jarvis, 2000).

modernization (1) Societal change as a consequence of industrialization production processes (van der Veen, 2000; personal communication, January 20, 2001); (2) the historical processes of industrial development and institution building which value technical and instrumental development over emancipatory learning (Salling Olesen, 2000; personal communication, February 14, 2001).

moments of culture Tensions that mount over time creating actions of resistance and reaffirmation grounded in knowing (Freire, 1985, as cited by Sparks, 2000).

money code of value A community-sustainability orientation that enables money to be preserved and extended, first and foremost (McMurtry, 1998, as cited by Sumner, 2000; Sumner, personal communication, February 5, 2001).

Moody's theory A theory of expansion of older adult education involving four historical stages: (1) rejection, which deems it a waste of time and money to provide educational programs for socially obsolete older people; (2) social service, which regards education as a way to keep the elderly busy; (3) participation, which maintains that older adults should be encouraged to actively participate in the mainstream of community life and develop self-sufficiency; and (4) self-actualization, which identifies psychological growth and spiritual concerns as the major objectives of education for older adults (Moody, 1988, as cited by Narushima, 2000).

Moore, Allen B. Associate Professor of Adult Education at the University of Georgia. His major interest areas include community development (Hill, L.H., personal communication, February 15, 2001).

multicultural education Group education for social, intercultural, and international unity and understanding to serve the interest of producing a sound society by providing all people with training for citizenship and for full and willing participation in a democratic society. Social tolerance and interdependence is fostered through the cultivation of respect for differences and intelligent interest in group achievements and backgrounds and through preaching and practicing reciprocity instead of regimentation (Johnson-Bailey & Cervero, 2000; Johnson-Bailey, personal communication, September 21, 2000; Cervero, personal communication, September 12, 2000).

Nn

NALL New Approaches to Lifelong Learning study conducted in Canada in 1997 (Quigley, 2000; personal communication, September 13, 2000).

narrative A developmentalist theory that assumes narrative is a central structure through which humans organize and make meaning of their experience; meaning is constructed, expressed, and understood in story form through a personal narrative that is revised and enlarged over time to accommodate new insights, unanticipated events, and transformed perspectives (Caffarella et al., 2000).

narrative analysis, biographic A qualitative research method that takes into account the influence of gender, class, family, and society on individuals' narratives (Denzin, 1989, as cited by Baumgartner, 2000).

narrative analysis, linguistic A qualitative research method that uses a structuralist technique—slices stories into clauses; the clauses are identified by the functions they serve, and together they form a core narrative (Waletzky, 1967, as cited by Baumgartner, 2000).

narrative analysis, psychological A qualitative research method that champions the study and story of an individual's life including a person's thoughts and motivations (Baumgartner, 2000; personal communication, February 9, 2001).

narrative inquiry A research approach that involves the informant, who is also an insider, critiquing and advancing

the outsider's interpretation of data (Bartunek & Louis, 1996, as cited by Castleden & Kurszewski, 2000).

narrative space A location from which marginalized individuals or groups can articulate their knowledge, often by telling their stories on their own terms and in their own voices (Hill, R.J., 2000; personal communication, February 9, 2001).

naturalistic perspective The view that all phenomena can be explained through natural causes (Brockett, 2000).

neo-liberal triumphalism A theory that the exigencies of global competition and the global market are used everywhere to enforce policies that put priority on unfettered transnational profit-making at the expense of people and the planet (Miles et al., 2000).

Nesbit, Tom Director of the Centre for Labour Studies at Simon Fraser University in British Columbia, Canada. His research interests focus on workers and workplace education (Nesbit, personal communication, February 13, 2001).

Newman, Michael Senior Lecturer in Adult Education, Faculty of Education, University of Technology, Sydney, Australia. Formerly a community education worker, then a trade union trainer, he writes on education as a tool in the struggle for social justice (Newman, personal communication, January 8, 2001).

NGO Non-governmental organization (Egan, 2000; personal communication, February 12, 2001).

Niemi, John Professor at University of Northern Illinois whose expertise has been in disadvantaged adults, adult basic education, international adult education, technology and distance learning (Bersch, 1999).

non-discrete Not composed of distinct or unconnected elements (Muhamad & Merriam, 2000; Merriam, personal communication, August 25, 2000).

non-formal learning Any organized educational activity outside the established institutional system, e.g. bible-study class, first aid program (Coombs, 1979; Muhamad & Merriam, 2000; Merriam, personal communication, August 25, 2000).

non-traditional students Adults or members of minority groups, part-time learners, and those who are educationally underprepared (Mancuso, 2000).

nonunitary subjectivity Having dynamic and multiple self-images (Clark, 2000).

NRS National Reporting System for Adult Education used by the U.S. Department of Education Division of Adult Education and Literacy (Bingman, 2000; personal communication, January 30, 2001).

normative behavior Such behavior prescribed by certain norms or standards (Pomerantz & Benjamin, 2000; Pomerantz, personal communication, February 8, 2000).

Oo

objectivist A conception that there are truths "out there" waiting to be revealed, that if people study the world long and hard enough they will stumble on these, and that such truths will be verified according to intellectual standards based on the production of verifiable evidence (Brookfield, 2000; personal communication, August 25, 2000).

ontology The study of the nature of existence of the elements of the universe (Alfred, 2000).

ontological assumptions Assumptions based on that branch of metaphysics that studies the nature of existence or being as such (Plumb, 2000).

open universities Schools that are flexible in terms of time and place of learning, off-campus instruction, individualization of degree requirements (Shin, 2000).

organization development A behavioral science approach to organizational change which assumes a process of continuous self-renewal within organizations (Laiken, 2000; personal communication, February 7, 2001).

otherness The experience of being women, indigenous peoples, and all manner of marginal groups seen as deficient to a White male Western culture which claims universal validity for its own knowledge and values (Miles et al., 2000).

outsiders Those who have not experienced the same social, political, economic, cultural realities as the insiders (Castleden & Kurszewski, 2000).

Pp

panopticon A centralized system of social surveillance that ensures homogeneity and regularization of thought and action; the common feature of a host of modern inventions as diverse as clocks, schools, factories, and prisons (Plumb, 2000).

paradigm A pattern or model used to explain a theory (Alfred, 2000).

participation Willing involvement in a learning activity or program (Quigley, 2000; personal communication, September 13, 2000).

participatory action research A democratic research approach that assists the program staff, learners or others to advance their understanding of education, improve professional practice, and test new ideas during the period of the research, while at the same time building the capacity of the community members to solve complex problems, or engaging people at the margins of society working toward social justice (Greenwood & Levin, 1998, as cited by Grudens-Schuck, 2000; Grudens-Schuck, personal communication, January 4, 2001).

participatory education The process of adult educators and planners systematically encouraging people at many levels to participate in negotiation of program development through dialogue and shared decision-making (Grudens-Schuck, 2000; Grudens-Schuck, personal communication, January 4, 2001).

pedagogy The art or profession of teaching, preparatory training or instruction (Alfred, 2000).

performative learning The deconstruction and reconstruction of knowledge in action-oriented constructions that helps us solve concrete and situated problems (Dewey, 1938; and Usher, Bryant & Johnston, 1997; both as cited by van der Veen, 2000; van der Veen, personal communication, January 20, 2001).

perspective transformation (1) The emancipatory process of becoming critically aware of how and why our presuppositions have come to constrain the way we perceive, understand, and feel about ourselves and our relationships; reconstituting this structure to permit a more inclusive, discriminating, permeable and integrative perspective of experience; and making decisions or otherwise acting upon these new understandings (Mezirow 1981, 1990); (2) the "aha" moment when you begin to look at yourself in a different way, whether or not you change your behavior (Baird, 2000).

phenomenological research Studies that focus on how people make sense of their experience to create a worldview and on the structures of consciousness in human experiences (Hill, L.H., 2000; personal communication, February 15, 2001).

phenomenology A method of inquiry based on the premise that reality consists of objects and events as they are perceived or understood in human consciousness rather than anything independent of human consciousness (Castleden & Kurszewski, 2000).

physical capital Physical structures that make a significant contribution toward economic growth (Pass et al., 1991, as

cited by Sumner, 2000; Sumner, personal communication, February 5, 2001).

Piaget, Jean (1896-1980) Swiss psychologist noted for his theory of four invariant stages of cognitive development: sensorimotor, pre-operational (verbal), concrete operational (relationships), and formal operational (reasoning); in relation to thought processes and concepts of space, time, causality, and objectivity (Columbia Encyclopedia, 2000).

place The meaning attributed to specific physical places, a community of social interactions, and a discourse about place, each of which contributes to producing power relations (Wilson, 2000).

PLAR Prior learning assessment and recognition (Quigley, 2000; personal communication, September 13, 2000).

political capital A form of symbolic capital, credit founded on credence or belief and recognition or, more precisely, on the innumerable operations of credit by which agents confer on a person (or on an object) the very powers that they recognize in that person (or object) (Bourdieu, 1986, as cited by Schugurensky, 2000; personal communication, February 13, 2001); the capacity to influence political decisions (Schugurensky, 2000; personal communication, February 13, 2001).

political economy The corporations, unions, and other parties to an industry. (Boshier, 2000).

political frame Perspective within professional practice that analyzes the organization as groups competing for power and resources (Bolman & Deal, 1997, as cited by Daley, 2000; Daley, personal communication, August 28, 2000).

politics of assimilation The project of defining national identity through an appeal to a common culture that displaces any notion of national identity based upon a pluralized notion of culture with its multiple literacies, identities, and histories, and erases histories of oppression and struggle for the working class and minorities (Giroux, 2000, as cited by Heaney, 2000; personal communication, September 13, 2000).

politics of identity The combining of difference and location to define identity within a relational field (Wilson, 2000).

politics of positionality The influence of power relations, race, class, gender, and ethnicity on the teaching and learning dynamics in the classroom (Johnson-Bailey & Cervero, 1997, as cited by Alfred, 2000).

polysemic Having multiple meanings and readings, multiple levels and layers (Pomerantz & Benjamin, 2000; Pomerantz, personal communication, February 8, 2000).

Pomerantz, Shauna Doctoral candidate at the University of British Columbia, Vancouver, B.C., whose research interests are in the body, girl culture, and the school (Pomerantz, personal communication, February 8, 2000).

popular culture Spontaneous amusements, including those created by women or other individuals for themselves, and "mass entertainment" created by the government or commercial interests (Miller, 2000).

popular education Linked with productive social movements that redress the social inequities of race, gender, and class by learners organizing their own learning around

local agendas (Heaney, 2000; personal communication, September 13, 2000).

portfolio A collection of documents and other materials compiled to demonstrate achievement of college-level knowledge and skill for the purpose of acquiring credits, certification, or other forms of recognition (Miller, 2000).

positionality (1) Acknowledgement of the knower's varying positions in any specific context...of gender, race, class (Maher & Tetreault, 1996, as cited by Sparks, 2000); (2) one's social position derived from race, gender, class, sexual orientation, ableness (Tisdell, 2000).

positional power The ability or capacity to perform or act effectively based on one's assumed position in relation to others (Alfred, 2000).

positivism A system of philosophy based on experience and empirical knowledge of natural phenomena (Rubenson, 2000).

positivist approach An attempt to confirm that which is already believed to be true (Castleden & Kurszewski, 2000).

postmodern cynicism A blighted hope for a rational world governed by scientific knowing and one-best ways (Welton, 2000; personal communication, January 24, 2001).

postmodern-feminist ideology A philosophy that considers not only the structures of patriarchy and capitalism but also multiple systems of privilege and oppression and the individual as an agent of change within and without (Tisdell, 1995; Hill, R.J., 2000; personal communication, February 9, 2001)

postmodernism Incredulity toward metanarratives; i.e. set of values and expectations underlying faith in reason and science (Lyotard, 1979, as cited by Miller, 2000).

postmodernist view of lifelong learning A viewpoint that emphasises the ever-changing individual acquisition of new life conditions, seeing life as one long learning process (Salling Olesen, 2000; personal communication, February 14, 2001).

postsecondary Schooling beyond the secondary or high-school level, especially at the college or university level (Lawler & King, 2000).

poststructuralist theory A way of conceptualising the relationship between language, social institutions, and individual consciousness which focuses on how power is exercised and on the possibilities of change (Weedon, 1987, as cited by Heald & Horsman, 2000).

power and influence leadership A subject of theory and study focusing on how leaders influence followers, as well as reciprocal relationships between leaders and followers through which leaders are themselves influenced as they try to influence others (Fleming & Caffarella, 2000; Fleming, personal communication, January 31, 2001).

power and influence styles Seven tactics for relationship with organizational political contexts, particularly for program planning: reasoning, networking, appealing, networking (sic), bargaining, pressuring, and counteracting (Yang & Cervero, 2000; Yang, personal communication, September 24, 2000).

power evasiveness A discourse that overemphasizes all people's essential sameness; commonly called color-blindness (Barlas et al., 2000).

practicum A school or college course, especially one in a specialized field of study, that is designed to give students supervised practical application of previously studied theory (Aiken, 2000).

pragmatism The classical theory of experiential learning as learning by doing (Dewey, 1938; Lewin, 1935; both as cited by van der Veen, 2000; van der Veen, personal communication, January 20, 2001).

Pratt, Daniel D. Professor of Adult and Higher Education, University of British Columbia, Canada. His major work is concerned with belief structures that support different perspectives on teaching and the implications of those structures for cross-cultural work (Pratt, personal communication, February 14, 2001).

praxis (1) Practice based firmly on theory, theory in action (Freire, 1995); (2) a Marxist term referring to the cycle of reflection and practice, i.e., we reflect on our actions in order to take further action, which in turn we again reflect upon, etc. (Heaney, 2000; personal communication, September 13, 2000).

prevention education Designed to prevent accidents or other problems (Boshier, 2000).

prior learning assessment An evaluation of the knowledge one has gained outside the formal sponsorship of a postsecondary institution before entering a college program. Such learning may have been achieved through work

experience, volunteering, community involvement, or independent reading (Mancuso, 2000).

problematic Posing a problem or being open to debate (Tisdell, 2000).

problematize To bring forth an issue to debate (Tisdell, 2000).

procedural knowledge The specific understanding of the "rules of the game" of the process, (e.g., Roberts' rules of order) but also less open and transparent types of knowledge, such as a subtle understanding of the mechanisms to influence politicians (Schugurensky, 2000; personal communication, February 13, 2001).

proceedings A record of business carried on by a society or other organization (American Heritage Dictionary, 2000).

process elicitation A series of question and answer episodes designed to elicit learners' opinions or interpretations (Beder, Medina & Eberly, 2000).

product elicitation A series of question and answer episodes designed to elicit correct factual answers (Beder, Medina & Eberly, 2000).

program configuration How an education program is organized in respect to such factors as the number of hours per week classes meet, continuous or closed enrollment, and mixed or homogenous learner skill levels (Beder, Medina & Eberly, 2000).

proto-feminist Archetypal of feminism (Hill, R.J., 2000; personal communication, February 10, 2001).

psychological epistemology A theory that the origin, nature, methods, and limits of human knowledge lie within the individual (Rubenson, 2000).

purposive sample A judgmental sample selected with the belief that it is representative of a given population for research purposes (Yang & Cervero, 2000; Yang, personal communication, September 24, 2000).

Pyrch, Timothy Professor of Continuing Education at University of Calgary, Canada. He is an advocate of libratory adult education and participatory action research (Pyrch, personal communication, January 21, 2001).

Qq

qualitative research Descriptive and inductive inquiry, focusing on uncovering meaning from the perspective of participants (Muhamad & Merriam, 2000; Merriam, personal communication, August 25, 2000).

Quigley, B. Allan Associate Professor of Adult Education at St. Francis Xavier University in Antigonish, Nova Scotia (personal communication, September 13, 2000).

quotidian discourse Communication involving everyday or commonplace idiom (Egan, 2000).

Rr

race cognizance A discourse that perceives difference among races and embraces these differences as autonomous systems of multiple cultures that are equally valid (Barlas et al., 2000).

radical-feminist ideology A structural theory which focuses on working to change the system of patriarchy (Tisdell, 1995; Hill, R.J., 2000; personal communication, February 10, 2001).

radical functionalist An orientation that challenges power relations; is committed to the overthrow of oppressive and disempowering social structures; and dwells on structures, modes of domination, deprivation and contradictions (Boshier, 2000).

radical humanist An orientation interested in oppressive power relations from a viewpoint of learner subjectivity and desire to upset extant power relationships (Boshier, 2000).

rational dialogue Dialogue to achieve a broader, more discriminating, permeable and integrative understanding of one's experience as a guide to action (Mezirow, 1994, as cited by Narushima, 2000).

rational discourse Discourse that involves an intentional effort made by those involved to set aside preconceptions and biases in favor of objective analysis (Mezirow, 1991).

realist-objectivist An orientation that perceives the world as inhabited by lawfully interrelated variables; one who practices scientism (Boshier, 2000).

reentry Returning to school to complete a course of higher education (Aiken, 2000).

reflection Examination of the justification for one's beliefs, primarily to guide action and to reassess the efficacy of the strategies and procedures used in problem solving (Mezirow, 1991; Spencer et al., 2000).

reflective leadership A subject of theory and study focusing on leadership style with both a critically reflective perspective that asks, for example, why something is being done, not just the best way of doing it; as well as an interest in contemplative introspective leadership (Fleming & Caffarella, 2000; Fleming, personal communication, January 31, 2001).

reflective practice An active, proactive, reactive, and action-based process defining a set of skills concerned with understanding and dealing with real, complex, and difficult situations (Bright, 1996, as cited by Moore & Hill, 2000; Hill, L.H., personal communication, February 20, 2001).

reify To elevate a word or idea to a realm of discourse where it appears to have an existence independent from the conditions of its use (Gorman, 2000).

relational pedagogy An educational theory insisting there is space for reinscription, for the telling of new stories taking into account a plurality of perspectives and inviting a multiplicity of self-accounts (Tennant, 2000).

re-member To reframe memories based upon critical reflection (Tisdell, 2000).

reproduction education The practice that reproduces and legitimates the ubiquitous power structures in society and

reproduces the prevailing class structure of society (Rubenson, 2000).

reproductive learning A sort of learning which seems to assume a that body of rather objective, secure knowledge is to be acquired and reproduced (van der Veen, 2000; personal communication, January 20, 2001).

Rogers, Carl (1902-1987) Noted client-centered psychotherapist and humanist. An early advocate of giving more freedom to the learner and believed in people's potential for solving personal problems and developing personally (Bersch, 1999).

Role Time Model A classification system developed by Broad and Newstrom in 1992 that addresses the various factors influencing the transfer of learning. It depicts three key roles—instructor, trainee, and supervisor—and three training time periods—before, during, and after (Taylor, M., 2000; personal communication, February 14, 2001).

Rosenwasser, Penny Social justice practitioner, writer, and doctoral student of transformative learning at the California Institute of Integral Studies, San Francisco, currently completing a dissertation on internalized Jewish oppression (Rosenwasser, personal communication, November 24, 2000).

Ss

Salling Olesen, Henning Professor of Educational Research, Graduate School of Life Long Learning, Roskilde University, Denmark. His interests include interdisciplinary theory of learning in the context of everyday life experience, work experience, etc. (Salling Olesen, personal communication, February 14, 2001).

Schenck, Jeb Adjunct professor with College of Education, University of Wyoming, and chief researcher for a consulting and research company. He is a proponent of using cognitive and cognitive-neurosciences to improve the efficacy of adult instructional methodologies (Schenck, personal communication, January 30, 2001).

Schroeder, Wayne Retired Professor of Adult Education, Florida State University, whose specialties were program planning, needs assessments, and typology (Bersch, 1999).

Schugurensky, Daniel Professor of Adult Education at the Ontario Institute for Studies in Education (University of Toronto). Conducts research on adult citizenship learning, adult literacy, and the policies and politics of adult education, with a focus on Latin America. He is a member of the Advisory Council of the Instituto Paulo Freire (Schugurensky, personal communication, February 14, 2001).

scientism The belief that the investigative methods of the physical sciences are applicable or justifiable in all fields of inquiry (Boshier, 2000).

SCUTREA Standing Conference on University Teaching and Research in the Education of Adults. Established first in

the United Kingdom, SCUTREA is now open to all institutions and individuals with professional interests in the education of adults (Rubenson, 2000).

SDL Self-directed learning (Brockett, 2000).

SDLRS Self-Directed Learning Readiness Scale developed by Lucy M. Guglielmino in 1980 to measure self-directed readiness (Brockett, 2000).

secular liberation A belief that humankind can liberate itself through enlightenment and political action without reference to a transcendental being or principles (Welton, 2000; personal communication, January 24, 2001).

seamless process Having no awkward transitions or indications of disparity; perfectly smooth (Muhamad & Merriam, 2000; Merriam, personal communication, August 25, 2000).

Seidman's two-step scheme A data analysis technique involving (1) crafting a profile of individual participants, and (2) analyzing the data according to themes and categories with coding and sorting (Seidman, 1991, as cited by Narushima, 2000).

self-determination A practice in which the entire academic process of learning, from content selection to accomplishment and assessment of competencies, encourages learners to make real choices based on their experience, values, needs, and strengths (Wlodkowski & Ginsberg, 1995; Gorman, 2000).

self-directed learning (1) The learner assumes primary responsibility for the learning experiences—diagnosing learning needs, formulating learning goals, identifying learning resources, choosing and implementing appropriate

learning strategies, and evaluating learning outcomes (Knowles, 1975, as cited by Brockett, 2000); (2) as a political act, women on welfare engage in self-directed learning projects to strategize ways to navigate systems—such as the legal, health care, welfare, and others—in their everyday worlds to meet their needs and those of their children (Andruske, 2000; personal communication, May 7, 2001).

self-reflection pedagogy An educational practice that insists on creating who one might become rather than on discovering who one is (Tennant, 2000).

self-work An individual reflexive enterprise, a lifelong learning project in which the subject incorporates experiences and events into an ongoing narrative about the self; self-help, self-development, self-discovery (Tennant, 2000).

shaping variables Characteristics of adult literacy instruction, e.g., geographic location, program type, urban/suburban/rural, instructional level of class, etc. (Beder, Medina & Eberly, 2000).

Sherover-Marcuse, Ricky A Jewish woman activist-scholar who co-pioneered "unlearning racism and anti-Semitism" work in the 1970s and 1980s until her death in 1988 (Rosenwasser, 2000; personal communication, November 24, 2000).

shotgun An individual who scores high on multiple power and influence strategy scales, particularly assertiveness (Yang & Cervero, 2000; Yang, personal communication, September 24, 2000).

sister-space A place where women can be seen without the male gaze, and speak without the male ear (Hill, R.J., 2000; personal communication, February 10, 2001).

situated cognition Learning that is situated in the context of authentic practice with transfer limited to similar situations; learning as a social phenomenon; and learning that relies on use of prior knowledge (Black & Schell, 1995, as cited by Daley, 2000; Daley, personal communication, August 28, 2000).

Smith, Robert (1925-1995) Professor of Adult Education first at Indiana University and later at Northern Illinois University at DeKalb. His expertise was in learning, learning how to learn, mentoring students and colleagues, and program development (Bersch, 1999).

snowball sampling A research sampling technique that involves increasing the sample size by requesting that participants suggest other individuals for the research (Andruske, 2000; personal communication, May 4, 2001).

social action agendas Intentions to change the politics or socio-economic status quo (Muhamad & Merriam, 2000; Merriam, personal communication, August 25, 2000).

social action paradigm A belief described by Mathias Finger that features experiential learning, learning experiences that arouse one's emotions, learning as a way of life, and learning that personal identity cannot be separated from the way one lives and one's social commitments (Mezirow, 1991, as cited by Rosenwasser, personal communication, November 24, 2000).

social capital (1) Networks, power gained from family members (Andruske, 2000; Bourdieu, 1977, as cited by Andruske, personal communication, May 4, 2001); (2) social networks that often make a significant contribution toward economic growth (Sumner, 2000; personal communication, February 5, 2001).

social cartography The process of mapping a theory and then deploying the map to analyze social phenomena (Boshier, 2000).

social construction The self participates in its own subjugation and domination through false consciousness produced by membership of a particular social group, or through the internalization of social oppression via the mechanism of repression in the psychoanalytic sense (Tennant, 2000).

social construct of leadership A view of leadership as interactive, socially bound and relational (Fleming & Caffarella, 2000; Fleming, personal communication, January 31, 2001).

socialist-feminist ideology A movement that resulted from feminist dissatisfaction with Marxism analysis due to its gender-blind positionality; in this formation, gender is equally oppressive with class (Hill, R.J., 2000; personal communication, February 9, 2001).

social justice perspective A view that asks adult educators to live by the mission of the field, which is to democratize the citizenry, and not only addresses the differences between groups, but highlights how power is exercised in favor of one group and to the detriment of another (Johnson-Bailey & Cervero, 2000; Johnson-Bailey, personal communication, September 21, 2000; Cervero, personal communication, September 12, 2000).

social structures Those institutions and systems in society that produce and reproduce rules and resources that influence the communication of meaning, the exercise of power, and the legitimations, political parties and mandates, economic policies, funding mandates, systems of education, cultural

traditions, and historical periods (Giddens, 1984, as cited by Pratt, 1993; Narushima, 2000).

social theory epistemology A theory that the origin, nature, methods, and limits of human knowledge are the product of social factors (Rubenson, 2000).

social theory of learning A constructivist theory that views learning as a fundamentally social phenomenon (Wenger, 1998, as cited by Moore & Hill, 2000; Moore, L.H., personal communication, February 20, 2001).

sociocultural frame A perspective of adult development involving both social and cultural factors (Caffarella, 2000; personal communication, November 13, 2000).

solipsism The theory that the self is the only thing that can be known and verified, i.e., the only reality (Boshier, 2000).

Sork, Tom Professor of Adult Education, University of British Columbia, currently promoting a question-based approach to educational planning and greater awareness of the moral imperatives and ethical frameworks that are the basis for adult education (Sork, personal communication, January 29, 2001).

space A foundationalist metaphor for the conceptualization of identity politics (Wilson, 2000).

stage theories Developmental theories that describe states of consciousness or world views that change over time in response to experience and knowledge to become more complex and adequate for examining and understanding one's own beliefs, values, and behaviors (Wlodkowski & Ginsberg, 1995; Tisdell, 2000).

Stalker, Joyce Senior Lecturer, University of Waikato, Hamilton, New Zealand (Aotearoa), who has a commitment to raising issues of social justice (particularly those of women) at all educational levels. She balances her academic life with sewing, hiking and boogie boarding in the surf (Stalker, personal communication, September 19, 2000).

St. Clair, Ralf Assistant Professor of Adult, Family, and Workplace Literacy at Illinois State University. His interests are in curriculum, knowledge, and critical theory (St. Clair, personal communication, April 19, 2001).

stories Narratives through which humans organize and make meaning of their experience (Caffarella et al., 2000).

strategic rationality Reasoning on the basis of beating competitors or opponents (Röling & Wagemakers, 1998, as cited by Sumner, 2000; Sumner, personal communication, February 5, 2001).

structural frame A perspective within professional practice that draws on concepts from sociology and emphasizes formal roles, defined relationships and structures that fit the organizational environment and technology resources (Bolman & Deal, 1997, as cited by Daley, 2000; Daley, personal communication, August 28, 2000).

structuralism A theory that uses culturally interconnected signs to reconstruct systems of relationships, rather than studying isolated, elements in themselves; associated with Michel Foucault (Rubenson, 2000).

structuration theory A theory that social structures in which teaching practice is embedded can be both constraining and enabling, and they can be sources we use for both producing and reproducing actions within social settings

(Giddens, 1991, as cited by Dirkx, Kushner & Slusarski, 2000).

structures (1) The social and political conditions, systems, or individuals with systemic power complicating and oppressing attempts of marginalized individuals, especially women on welfare, to navigate their everyday worlds (Andruske, 2000; personal communication, May 4, 2001); (2) arrangements, formations, or systems made up of interrelated parts (Laiken, 2000; personal communication, February 7, 2001).

study circle An action-oriented key element of grassroots community development in which a group meets regularly to discuss relevant topics or real community problems and engages in research in order to find solutions to those problems. Paulo Freire organized his literacy work around study circles which had been used extensively in the 19th century folk schools in Scandinavia (Schugurensky, 2000; personal communication, February 14, 2001).

subjective meaning The way people make sense of the events of their lives through the life course (Caffarella et al., 2000).

subjectivist A conception of knowledge that rejects the idea of any commonly understood notion of reality, but views knowledge as malleable, as individually, socially, and culturally framed; holds there is no universal truth waiting to be uncovered by diligent analysis (Brookfield, 2000; personal communication, August 25, 2000).

subjectivity A capacity to define oneself in an active emotional and cognitive acquisition process with the (social) world (Salling Olesen, 2000; personal communication, February 14, 2001).

subjugated knowledges Foucauldian term meaning knowledges that are excluded or silenced (Egan, 2000).

Sumner, Jennifer Sessional Instructor and doctoral candidate at University of Guelph, Ontario, Canada. Areas of interest include adult education, critical pedagogy, sustainability, and corporate globalization (Sumner, personal communication, February 5, 2001).

symbolic capital Prestige, status, authority, or even material items that have a symbolic value to people or groups (Andruske, 2000; Bourdieu, 1977, as cited by Andruske, personal communication, May 4, 2001).

symbolic frame A perspective within professional practice that abandons rationality and sees organizations as tribes with cultures propelled by ceremonies, stories, heroes, and myths resources (Bolman & Deal, 1997, as cited by Daley, 2000; Daley, personal communication, August 28, 2000).

syndicalism A belief that, unless the primary producers and industrial working class control production, talk of democracy is futile (Welton, 2000; personal communication, January 24, 2001).

systems of power and privilege The social issues (race, class, gender) that shape how individuals view the world (Taylor, Tisdell & Hanley 2000).

systems thinking A conceptual framework to see patterns in interrelated actions rather than seeing isolated parts (Senge, 1990; Laiken, 2000; personal communication, February 7, 2001).

Tt

tacit learning Accidental or incidental learning that may be implied by or inferred from one's actions or statements (Spencer et al., 2000; Spencer, personal communication, February 25, 2001).

tactician An individual who scores high on reason in power and influence strategy scales with average scores on other influence strategies (Yang & Cervero, 2000; Yang, personal communication, September 24, 2000).

Taylor, Maurice Professor of Adult Education at the Faculty of Education, University of Ottawa, Ottawa, Canada. His major research field is adult literacy and basic education (Taylor, M., personal communication, February 14, 2001).

teaching cultures The classroom practices and behaviours that are repetitive and limited in ways teachers do not always choose, including the teachers' and students' material experiences and the societal influences that help shape them (Nesbit, 2000; Nesbit, personal communication, February 13, 2001).

teaching excellence Initiatives or programs to promote quality in teaching (Laiken, 2000; personal communication, February 7, 2001).

teaching voice Teaching vocal exercises as a somatic, or body-based, healing and empowerment tool. Teaching people, often women, to use their voices to express themselves fully, so that they are no longer holding back or limiting themselves to the role prescribed to women by a sexist society; teaching them to physically contradict the

messages of internalized oppression—particularly internalized sexism (Rosenwasser, personal communication, November 24, 2000).

technology of the self A Foucauldian concern for the way the good employee ideal can become internalised by the participants (Foucault, 1980, as cited by St. Clair, 2000).

techno-scientized professionals Postindustrial intellectuals capable of displacing class conflict by subjecting it to technical and organizational problem-solving processes (Bell, 1960, as cited by Grace, 2000; Grace, personal communication, January 5, 2001).

Tennant, Mark Professor of Education in the faculty of University of Technology, Sydney, Australia (Wilson & Hayes, 2000).

theoretical grounding Having a sound basis or foundation in theory (Taylor, Tisdell & Hanley 2000).

third-wave feminism A contemporary feminist ideology that challenges feminist principles established in the 1960s and 1970s; critiques the notion that certain desires are hegemonic and patriarchal, and embraces tabooed signs and symbols of women's feminine enculturation; includes the themes of diversity, postmodern identities, body image/consciousness, self-definition, and female agency (Hill, R.J., 2000; personal communication, February 10, 2001).

Third Way A political, social, cultural and economic perspective which purports to be a new paradigm based simultaneously in economic rationalism and social democracy (Stalker, 2000; personal communication, September 19, 2000).

Third Way Project (1) The processes, activities, which over time, create the Third Way paradigm (Stalker, 2000; personal communication, September 19, 2000); (2) British Prime Minister Tony Blair's moderate center-left alternative to conservative politics (Columbia Encyclopedia, 2000).

Third World The developing nations of Africa, Asia, and Latin America (Egan, 2000).

Tisdell, Elizabeth (Libby) Professor of Adult Education at National-Louis University whose current research focuses on how underlying spiritual commitments motivate and influence educational practices. Her prior research has been on power relations based on gender, race, and class in adult higher education classrooms, in how faculty deal with diversity issues in the classroom, and in feminist pedagogy (National Louis University Adult & Continuing Education Resources, 2000).

Tough, Alan Professor at the Ontario Institute for Studies in Education and at the University of Toronto, Canada. His work in self-directed learning has led to studies in many countries (Bersch, 1999).

TPI The Teaching Perspectives Inventory, an instrument for measuring and profiling an individual's orientation to teaching based on five perspectives: Transmission, Apprenticeship, Developmental, Nurturing, and Social Reform (Pratt & Collins, 2000; Pratt, personal communication, February 14, 2001).

traditional adult education Learning activities designed with a social focus and pluralistic and voluntary nature (Grace, 2000; personal communication, January 5, 2001).

traditional student One who falls in the 18-20 year-old age group (Aiken, 2000).

trans-feminism The feminism of male-to-female transsexuals (Hill, R.J., 2000; personal communication, February 10, 2001).

transfer of learning (1) The effective application by trainees to their jobs of the knowledge and skills gained as a result of attending an educational program (Cormier & Hagman, 1987; Broad, 1997; both as cited by Taylor, M., 2000; Taylor, M., personal communication, February 14, 2001); (2) the educational component of the economic search for return on investment; more concerned with the learning process, the workplace as learning context, and the application by trainees of new knowledge and skills gained through a learning activity (Taylor, M., 1998; 2000; personal communication, February 14, 2001).

transformation orientation A position that challenges the status quo (Boshier, 2000).

transformational popular learning Learning that explodes the myths of women's apathy, personal deficiency, and pathology and the implicit authority of teachers/researchers (Miles et al., 2000).

transformative feminist adult education agenda Working within and across specific communities to recognize and build critical analyses, to resist dominant definitions, affirm identities, and to articulate alternative values and possibilities (Miles et al., 2000).

transformative learning The emancipatory process of becoming critically aware of how and why our perspectives are so through critical self-reflection, which results in the

reformulation of a meaning perspective to allow a more inclusive, discriminating, and integrative understanding of one's experience, and acting, or deciding not to act, upon these new understandings (Mezirow, 1991).

transformative pedagogy Teaching to bring about transformative learning (Dirkx, 2000).

triangulation A research technique involving the use of multiple methods, data collection strategies, and/or data sources, in order to get a more complete picture and to cross-check information (Narushima, 2000).

tripartite (1) Three-part bodies including representatives from state, unions and employers (Spencer et al., 2000; Spencer, personal communication, February 25, 2001); universities with three-fold emphases on research and publication, community service, and teaching (Bersch, personal communication, March 15, 2001).

tripartitions of critical theory The divisions into three made by the critical theorists in order to describe human existence. So, for example, they distinguish between the objective, social, and subjective worlds; between the value spheres of science, ethics and self-expression; and between human interaction which is subject-to-object, subject-to-subject, and subject-to-itself (Newman, 2000; personal communication, January 8, 2001).

tyranny of structurelessness Structureless courses become sidetracked in diversions while a teacher waits for cues from the students; or courses that are going well but then take a sudden turn because of a learner-initiated digression (Heaney, 2000; personal communication, September 13, 2000).

Uu

undergraduate A college or university student pursuing a bachelor's degree (Laiken, 2000; personal communication, February 7, 2001).

unproblematized Superficial; not addressing issues of who has the power, control, authority, who benefits, what are the underlying assumptions (Stalker, 2000; personal communication, September 19, 2000).

Vv

valorize To assign value to an ideology (Gorman, 2000).

van der Veen, Ruud G.W. Associate Professor of Community Education in the University of Nijmegen, The Netherlands, and Teacher's College Columbia University, New York (van der Veen, personal communication, January 20, 2001).

visionary The ability to visualize a variety of possible futures (Fleming & Caffarella, 2000; Fleming, personal communication, January 31, 2001).

visual memory span A measure of how much can be recalled from a visual display followed by a recall task after a delay of minutes, not seconds (Schenck, 2000; personal communication, January 30, 2001).

voice The articulation of one's inner voice, of one's own experiences, albeit different from those of the majority (Belenky, Clinchy, Goldberger & Tarule, 1986, as cited by Burrows, 1998; Alfred, 2000).

Ww

Welton, Michael Professor of Adult Education at Mount St. Vincent University, Halifax, Nova Scotia. He specializes in the history of adult education, biographical studies of social movements, and work and citizenship (Welton, personal communication, January 24, 2001).

White supremacist consciousness A consciousness that takes for granted the legitimacy of having White norms and values dominate society (Barlas et al., 2000).

WIA Workforce Investment Act of 1988 which funds ABE and mandates development of performance accountability systems (Bingman, 2000).

Wilson, Arthur L. Associate Professor of Adult Education in the Department of Education at Cornell University. His research on adult learning has focused on professional practice and continuing professional education (Wilson & Hayes, 2000).

Wlodkowski, Raymond Psychologist and adult educator at Regis in Colorado. His work has focused primarily on the motivation of adults, and lately, on cultural concerns and diversity (Bersch, 1999).

women by chance Women based on genetic/biological factors, as opposed to women by choice (Hill, R.J., 2000; personal communication, February 10, 2001).

women by choice Those individuals who claim socially constructed roles of women, but who are not genetically/biologically female (Hill, R.J., 2000; personal communication, February 9, 2001).

women by force Intersex individuals (hermaphrodites) whose genitals are modified by medical intervention at a young age, without their consent, to resemble those of biological females (Hill, R.J., 2000; personal communication, February 9, 2001).

womyn-born-womyn Biologically/genetically female persons. Used in policies that bar admittance of transsexuals to feminist events (Hill, R.J., 2000; personal communication, February 10, 2001).

world outlook Another term for worldview, which refers to the cognitive framework humankind constructs to integrate elements of the effulgent world into a meaningful system (Welton, 2000; personal communication, January 24, 2001).

worldview A comprehensive conception or apprehension of the world especially from a specific standpoint (Muhamad & Merriam, 2000; Merriam, personal communication, August 25, 2000).

Yy

Yang, Baiyin Assistant Professor, Division of Adult, Counselor and Technology Education, University of Idaho Boise (Retrieved October 11, 2000 from the World Wide Web: www.uidaho.edu).

References

Adult Higher Education Alliance Resources. (2000). Retrieved November 3, 2000 from the World Wide Web: www.ahea.org/resources.

Aiken, L. C. (2000). "Weathered By Their Experiences: Black Women Returning to RN Completion Programs." *Proceedings of the 41st Annual Adult Education Research Conference* (pp.1-5). Vancouver: University of British Columbia.

Alfred, M.V. (2000). "The Politics of Knowledge and Theory Construction in Adult Education: A Critical Analysis from an Africentric Feminist Perspective." *Proceedings of the 41st Annual Adult Education Research Conference* (pp.6-10). Vancouver: University of British Columbia.

American Heritage Dictionary of the English Language (4th ed.). (2000). Boston: Houghton Mifflin. Retrieved October 20, 2000 from the World Wide Web: www.bartleby.com.

Andruske, C.L. (2000). "Self-directed Learning as a Political Act: Learning Projects of Women on Welfare." *Proceedings of the 41st Annual Adult Education Research Conference* (pp.11-15). Vancouver: University of British Columbia.

Argyris, C., & Schön, D.A. (1978). *Theory in Practice: Increasing Professional Effectiveness*. San Francisco: Jossey-Bass.

Baird, I.C. (2000). "Violence Against Women: Looking Behind the Mask of Incarcerated Batterers." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. pp 21-25). Vancouver: University of British Columbia.

Barlas, C., Kasl, E., Kyle, R., MacLeod, A., Paxton, D, Rosenwasser, P., & Sartor L. (2000). "Learning to Unlearn White Supremacist Consciousness." *Proceedings of the 41st Annual Adult Education Research Conference* (pp.26-30). Vancouver: University of British Columbia.

Bassi, L.J. (1997, December). "Glossary." *Training & Development*, 51(12) 28-29.

Baumgartner, L.M. "Narrative Analysis: Uncovering the Truth of Stories." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 539-540). Vancouver: University of British Columbia.

Beder, H., Medina, P. & Eberly, M. (2000). "The Adult Literacy Classroom as a Social System." *Proceedings of the 41st Annual Adult Education Research Conference* (pp.37-40). Vancouver: University of British Columbia.

Bersch, G. (1999). "Adult Learning/Adult Education Bibliography." Unpublished raw data, University of Alaska Anchorage.

Bingman, M.B. (2000). "Action Research on Documenting Learner Outcomes: Can We Move Beyond the Workforce Investment Act?" *Proceedings of the 41st Annual Adult Education Research Conference* (pp.41-45). Vancouver: University of British Columbia.

Boeree, C.G. (1998). "Albert Bandura." *Personality Theories*. Retrieved January 16, 2001 from the World Wide Web: www.ship.edu/~cgboeree.

Boshier, R. (2000). "Voices From the Deep: What the Pacific Charmer Tragedy Means for Preventing Fishing Accidents." *Proceedings of the 41st Annual Adult Education Research Conference* (pp.46-50). Vancouver: University of British Columbia.

Brockett, R. G. (2000). "Is it Time to Move On? Reflections on a Research Agenda for Self-directed Learning in the 21st Century." *Proceedings of the 41st Annual Adult*

Education Research Conference (pp.543-544). Vancouver: University of British Columbia.

Brookfield, S. (2000). "Contesting Criticality: Epistemological and Practical Contradictions in Critical Reflection." *Proceedings of the 41st Annual Adult Education Research Conference* (pp.51-55). Vancouver: University of British Columbia.

Burrows, S. (1998, October). "Women's Ways of Knowing." *Four Quarters Institute*. Retrieved September 20, 1999 from the World Wide Web: www.fourquartersinst.com.

Caffarella, R.S., Clark, M.C., Guido-DiBrito, F., Merriam, S.B., Rossiter, M., Taylor, K., & Tisdell, E.J. (2000). "Adult Development: Capturing New Ways of Thinking about the Life Course." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 597-603). Vancouver: University of British Columbia.

Castleden, H. & Kurszewski, D. (2000) "Re/searchers as Co-learners: Life Narratives on Collaborative Re/search in Aboriginal Communities." *Proceedings of the 41st Annual Adult Education Research Conference* (pp.71-75). Vancouver: University of British Columbia.

Clark, M.C. (2000) "Women's Development at the Margins: Incarcerated Women's Search for Self." *Proceedings of the 41st Annual Adult Education Research Conference* (pp.76-80). Vancouver: University of British Columbia.

Columbia Encyclopedia (6th ed.). (2000). New York: Columbia University Press. Retrieved September 20, 2000 from the World Wide Web: www.bartleby.com.

Daley, B.J. (2000). "Road Map or Mosaic: Relationships among Learning, Context and Professional Practice." *Proceedings of the 41st Annual Adult Education Research Conference* (pp.86-91). Vancouver: University of British Columbia.

Dirkx, J.M., Kushner, J., & Slusarski, S.B. (2000). "Are We Walking the Talk? Questions of Structure and Agency in the Research on Teaching in Adult Education." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 553-554). Vancouver: University of British Columbia.

Egan, J. (2000). "Interdictions & Benedictions—AIDS Prevention Discourses in Vancouver Canada." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 101-105). Vancouver: University of British Columbia.

Elias, J.L., & Merriam, S.B. (1995). *Philosophical Foundations of Adult Education* (2nd ed.). Malabar, FL: Krieger.

Ellinger, A.D., Yang, B., & Ellinger, A. (2000). "Is the Learning Organization for Real? Examining the Impacts of the Dimensions of the Learning Organization on Organizational Performance." *Proceedings of the 41st Annual Adult Education Research Conference* (pp 106-111). Vancouver: University of British Columbia.

Fleming, J.E., & Caffarella, R.S. (2000). "Leadership for Adult and Continuing Education." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 118-122). Vancouver: University of British Columbia.

Gorman, R. (2000)." Research that Hurts or Research that Helps? A Critical Framework for Adult Education Inquiry and People with Intellectual Disabilities." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 129-133). Vancouver: University of British Columbia.

Grace, A.P. (2000). "The Modern Practice of Canadian and US Academic Adult Education During the Brief American Century (1945-73): People, Politics, and Ideas Shaping an Emerging Field." *Proceedings of the 41st Annual Adult Education Research Conference*

(pp.139-144). Vancouver: University of British Columbia.

Grudens-Schuck, N. (2000). "Extension and Grassroots Educators' Approaches to Participatory Education: Interrelationships Among Training, Worldview, and Institutional Support." *Proceedings of the 41st Annual Adult Education Research Conference* (pp.145-149). Vancouver: University of British Columbia.

Heald, S., & Horsman, J. (2000). "Rethinking Violence and Learning: Moving Research into Practice." *Proceedings of the 41st Annual Adult Education Research Conference* (pp.161-165). Vancouver: University of British Columbia.

Heaney, T. (2000). "The Unpaid Piper Calls the Tune: Popular Education in the Face of Bureaucracy." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 166-170). Vancouver: University of British Columbia.

Hill, L.H. (2000). "Global Consciousness of Human Resource Development and Organization Development Practitioners." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 171-175). Vancouver: University of British Columbia.

Hill, R.J. (2000). "Menacing Feminism, Educating Sisters." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 176-180). Vancouver: University of British Columbia.

hooks, b. (1995). "Toward a Revolutionary Feminist Pedagogy." In S.B. Merriam (ed.), *Selected writings on philosophy and adult education* (pp. 198-205). Malabar, FL: Krieger.

Humm, M. (1990). *The Dictionary of Feminist Theory*. Columbus: Ohio State University.

Jarvis, P. (1999). *International Dictionary of Adult and Continuing Education* (3rd ed.). London: Kogan Page Limited.

Jarvis, P, Holford, J., & Griffin, C. (2000). "Problems of Mapping the Field of Education for Adults through the Literature." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 565-566). Vancouver: University of British Columbia.

Johnson-Bailey, J. & Cervero, R.M. (2000). "Race and Adult Education: A Critical Review of the North American Literature." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 201-205). Vancouver: University of British Columbia.

Kelly, G. (1955) *The Psychology of Personal Constructs: A Theory of Personality*. New York: W.W. Norton.

Kemmerling, G. (2000). "A Dictionary of Philosophical Terms and Names." *Philosophy Pages*. Retrieved January 20, 2001 from the World Wide Web: www.philosophypages.com.

Knowles, M. S. (1984). *The Adult Learner: A Neglected Species*. Houston, Texas: Gulf.

Laiken, M. (2000) "Creating a Center for University Faculty Learning and Teaching: Adult Education in the Academy of the Second Millennium." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 567-568). Vancouver: University of British Columbia.

Lawler, P.A., and King, K.P. (2000). "Refocusing Faculty Development: The View from an Adult Learning Perspective." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 241-245). Vancouver: University of British Columbia.

Lindeman, E. C. (1995). "The Meaning of Adult Education." In S.B. Merriam (ed.), *Selected writings on philosophy and adult education* (pp. 31-35). Malibar, FL: Krieger.

Malcolm, J., & Zukas, M. (2000). "Constructing Pedagogic Identities: Versions of the Educator in AE and HE." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 246-250). Vancouver: University of British Columbia.

Mancuso, S. (2000). "Adult Learner-centered Institutions: Best Practices for the 21st Century." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 251-254). Vancouver: University of British Columbia.

Merriam, S.B., & Cunningham, P.M. (eds.). (1989). *Handbook of Adult and Continuing Education*. San Francisco: Jossey-Bass.

Mezirow, J. (1981). "A Critical Theory of Adult Learning and Education." *Adult Education*, 32(1), 3-23.

Mezirow, J. (1990). *Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Learning*." San Francisco: Jossey-Bass.

Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. San Francisco: Jossey-Bass.

Milton, J., Watkins, K., Studdard, S.S., & Burch, M. "The Ever Widening Gyre: Factors Affecting Change in Adult Education Graduate Programs." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 273-277). Vancouver: University of British Columbia.

Moore, A.B., & Hill, L.H. (2000). "Models of Community Development Practice." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 278-282). Vancouver: University of British Columbia.

Muhamad, M., & Merriam, S.B. (2000). "Aging and Learning in a Non-Western Culture: The Case of Malaysia." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 287-291). Vancouver: University of British Columbia.

Narushima, M. (2000). "Transformation Toward What End? Exploring Later Life Learning in Community Volunteering." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 292-297). Vancouver: University of British Columbia.

National Louis University Adult & Continuing Education Resources. (2000). Retrieved December 12, 2000 from the World Wide Web: www.nlu.nl.edu/ace/Resources.

Nesbit, T. (2000). "Cultures of Teaching." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 298-302). Vancouver: University of British Columbia.

Newman, M. (2000). "Control, Learning, and Resistance." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 303-307). Vancouver: University of British Columbia.

Norman, R. (2000). "Cultivating Imagination in Adult Education." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 319-323). Vancouver: University of British Columbia.

Norwood, G. (1999). "Maslow's Hierarchy of Needs." *Updating Your Religious Vision*. Retrieved October 7, 2000 from the World Wide Web: www.connect.net/georgen/maslow.htm.

Plumb, D. (2000). "Postmodern Morality in Adult Education: A Cross-cultural Study." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 336-340). Vancouver: University of British Columbia.

Pomerantz, S., & Benjamin, A. (2000). "'When you act like an adult, I'll treat you like one...': Investigating Representations of Adulthood in Popular Culture." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 341-345). Vancouver: University of British Columbia.

Pratt, D.D. (1993). "Andragogy after Twenty-five Years." In S.B. Merriam (ed.), *An Update on Adult Learning Theory* (pp. 15-23). San Francisco: Jossey Bass.

Pratt, D.D., & Collins, J.B. (2000). "The Teaching Perspectives Inventory." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 346-350). Vancouver: University of British Columbia.

Pyrch, T. (2000). "Introducing the Community Development Concept in Ukraine: Facilitating Trans-cultural Learning." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 361-362). Vancouver: University of British Columbia.

Quigley, B.A. (2000). "Beyond Participation and Stereotypes: Toward the Study of Engagement in Adult Literacy Education." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 366-371). Vancouver: University of British Columbia.

Rosenwasser, P. (2000). "Tool for Transformation: Cooperative Inquiry as a Process for Healing from Internalized Oppression." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 565-566). Vancouver: University of British Columbia.

Rubenson, K. (2000) "Revisiting the Map of the Territory." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 397-401). Vancouver: University of British Columbia.

Salling Olesen, H. (2000). "Life Long Learning and Collective Experience." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 407-411). Vancouver: University of British Columbia.

Schenck, J. (2000). "Before the Memory Fades: Measuring Long-term Memory in Older Adults." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 412-416). Vancouver: University of British Columbia.

Schugurensky, D. (2000). "Citizenship Learning and Democratic Engagement: Political Capital Revisited." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 417-422). Vancouver: University of British Columbia.

Shin, N. (2000). "Two Worlds of Distance Education: The Function of Access and Technology." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 585-586). Vancouver: University of British Columbia.

Smith, M.K. (2000). *The Informal Education Homepage*. Retrieved January 18, 2001 from the World Wide Web www.infed.org/.

Smith, R.M., Aker, G.F., & Kidd, J.R. (eds.). (1970). *Handbook of adult education*. New York: MacMillan.

Sork, T.J., Chapman, V.L., & St. Clair, R. (eds.). (2000). *Proceedings of the 41st Annual Adult Education Research Conference* Vancouver: University of British Columbia.

Sparks, B. (2000). "Informal Learning in Community: The Role of Subjectivity and Intersubjectivity." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 428-432). Vancouver: University of British Columbia.

Spencer, B., Briton, D., & Gereluk, W. (2000). "Crediting Adult Learning." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 433-437). Vancouver: University of British Columbia.

Stalker, J. (2000). "The Third Way and Feminist Imaginings." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 438-442). Vancouver: University of British Columbia.

St. Clair, R. (2000). "Passing the Buck: Transferring Social and Cultural Capital in an Employment Preparation Program." *Proceedings of the 41st Annual Adult*

Education Research Conference (pp. 402-406). Vancouver: University of British Columbia.

Sumner, J. (2000). "Civil Capital, Adult Education and Community Sustainability: A Theoretical Overview." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 448-452). Vancouver: University of British Columbia.

Taylor, E., Tisdell, E.J., & Hanley, M.S. (2000). "The Role of Positionality in Teaching for Critical Consciousness: Implications for Adult Education." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 453-458). Vancouver: University of British Columbia.

Taylor, M.C. (2000). "Partners in the Transfer of Learning: A Qualitative Study of Workplace Literacy Programs." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. pp. 459-461). Vancouver: University of British Columbia.

Teacher's College Columbia University. (2000). *Directory.* Retrieved January 30, 2001 from the World Wide Web www.tc.columbia.edu/~academic/

Tennant, M. (2000). "Adult Learning and Self Work." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 464-468). Vancouver: University of British Columbia.

Tisdell, Elizabeth, J. (1995). *Creating Inclusive Adult Learning Environments: Insights from Multicultural Education and Feminist Pedagogy.* Information Series No. 361. Columbus, OH: ERIC Clearinghouse.

Tisdell, E.J. (2000). "Spiritual Development and Commitments to Emancipatory Education in Women Adult Educators for Social Change." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 469-473). Vancouver: University of British Columbia.

University of British Columbia. (2000). Retrieved March 22, 2001 from the World Wide Web www.educ.ubc.ca/cgi-bin/htsearch.

University of Georgia. (2000). Retrieved January 30, 2001 from the World Wide Web www.uga.edu/.

University of Tennessee. (2000). Retrieved January 30, 2001 from the World Wide Web www.utk.edu/.

van der Veen, R. (2000). "The Deeper Layers of Learning." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 480-484). Vancouver: University of British Columbia.

Warren, K. (2000). "Glossary." *Adult Higher Education Alliance.* Retrieved November 3, 2000 from the World Wide Web: www.ahea.org/pogp.htm.

Welton, M.R. (1995). *In Defense of the Lifeworld: Critical Perspectives on Adult Learning.* Albany: State University of New York.

Welton, M.R. (2000). "Beyond Coady: Adult Education and the End of Utopian Modernism." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 491-496). Vancouver: University of British Columbia.

Wheatley, M.J. (1994). *Leadership and the New Science.* San Francisco: Berrett-Koehler.

Wilson, A.L. (2000). "Place Matters: Producing Power and Identity." *Proceedings of the 41st Annual Adult Education Research Conference* (pp. 502-506). Vancouver: University of British Columbia.

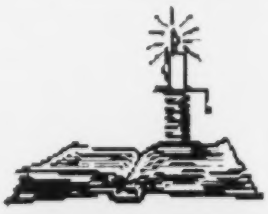
Wilson, A.L. & Hayes, E.R. (2000). *Handbook of Adult and Continuing Education.* San Francisco: Jossey Bass.

Wlodkowski, R.J. & Ginsberg, M.B. (1995) *Diversity and Motivation: Culturally Responsive Teaching.* San Francisco: Jossey-Bass Publishers.

Yang, B. & Cervero, R.M. (2000). "Power and Influence Styles in Program Planning: Relationship with Organizational Political Contexts." *Proceedings of the*

41st Annual Adult Education Research Conference (pp. 519-523). Vancouver: University of British Columbia.

Yates, E.L. (1999). "College-speak: Higher Education's Many Parlances." *Community College Week*, 12(8), 8-9.



PWR & Associates
2310 Yorkshire Lane
Anchorage, AK 99504-3370
Phone: 907-333-2399
E-mail: berna@gci.net